Office of the President

TO MEMBERS OF THE COMMITTEE ON EDUCATIONAL POLICY:

<u>DISCUSSION ITEM</u>

For Meeting of January 22, 2014

PROGRESS REPORT ON ONLINE EDUCATION AT THE UNIVERSITY OF CALIFORNIA

EXECUTIVE SUMMARY

Provost Dorr will provide an update on UC's online education work and accomplishments. The last update was presented at the July 2013 Regents meeting. Since then, UC funds have been awarded to faculty on all nine general campuses to develop and enhance 30 online undergraduate courses that will be offered across multiple campuses during the academic year. A pilot project was launched in November to establish efficient, effective processes to support cross-campus online course taking by UC undergraduates. The 21 online courses in the pilot project were created by UC faculty with support either from their home campuses or from UC Online Education, the initiative begun by former President Yudof. These achievements and those anticipated in the immediate future are described below.

BACKGROUND

Faculty-Led, Campus-Based, UC-funded Online Undergraduate Courses

As reported to the Regents in July 2013, UC launched its Innovative Learning Technology Initiative (ILTI) in late March. From the beginning, ILTI has been a joint project of the UC Provost's Office and the Academic Senate, with substantial ongoing contributions from UC Online Education (UCOE) that President Yudof created. Beginning July 1, 2013, ILTI work has been supported by State funds.

ILTI began with a systemwide request for applications from UC faculty interested in developing/enhancing online courses or online components for hybrid courses for UC undergraduates. These courses would be developed by faculty, offered by the faculty member's home campus during the academic year to its own students and to students from other campuses, and approved as substitutes for, or alternatives to, high-need general education and major courses.

Following a set of systemwide meetings to develop ILTI and specifications for the courses that could be supported by ILTI, faculty had two opportunities to submit proposals for course development funds. In total, 67 proposals were submitted, with representation from all ten

campuses and a variety of disciplines. A peer-review process, with faculty and student participation, guided the selection of 30 undergraduate high-need courses for funding. About two-thirds are new online courses; the remaining third are improvements for existing online courses. Once completed, these 30 courses will significantly increase the number and quality of online undergraduate courses offered during the academic year. All courses will be offered to UC students for cross-campus enrollment on multiple campuses for multiple years. The courses and the home campus(es) of the lead faculty are shown below in Display 1.

Display 1. Fully online and hybrid undergraduate courses selected for systemwide ILTI funding organized by the campus home of the faculty who will lead the effort.

Campus	Course
Berkeley	Engineering Data Analysis Internet Citizenship: Creative Participation in Online Media Literacy – Individual and Societal Development
Davis	Energy and the Environment Global Climate Change
Irvine	Biochemistry Genetics Global Disruption and Information Technology Pre-calculus
Los Angeles	Air Pollution Art, Science, and Technology Can't We Make Moral Judgments? Disease Mechanisms and Therapies Earth, Planetary, and Space Sciences Introduction to Geographic Information Systems Online
Merced	Introduction to Earth System Sciences
Riverside	Integrating Web-GIS to Natural Disasters Introduction to Computing I and II Introduction to Latin American History
Santa Barbara	Maps and Spatial Reasoning Organic Chemistry Structural Analysis
Santa Cruz	Calculus III and IV Introduction to Fresh Water: Processes and Policies
San Diego	Bioinformatics for Biologists Intermediate Microeconomics
Multi-Campus Course Collaborations	
Davis, Irvine	Entry-level Writing and First-Year Writing
San Diego, Irvine	Digital Writing and Rhetoric
Merced, San Diego	Service and Project Collaboration and Leadership
Santa Cruz, San Diego, Davis	Geology of National Parks

This course list includes only new or improved undergraduate online courses and online components for hybrid courses that are funded through ILTI. The courses represent a fraction of

the online activities at UC campuses. A more complete picture of online courses and online activities at UC will be available after the annual data collection in 2014.

Web-based Cross-campus Enrollment in Academic-Year Online Courses

On November 18, 2013, UC launched a pilot system to simplify and facilitate the registration process for UC undergraduates who enroll in online courses offered during the academic year by campuses other than their own. Until the pilot began, the only available process involved print forms and approvals and manual entry of information into campus records systems. That process works, but it is time consuming and not feasible if cross-campus enrollments occur in large numbers, as anticipated with UC's online undergraduate courses.

The pilot system has been developed from infrastructure and procedures put in place by UCOE in collaboration with campus staff and with input from students. It is funded by ILTI and has ILTI leadership participation. It allows UC students to easily find and enroll in online courses offered at other UC campuses during the academic year.

In this initial pilot phase, 21 courses will be made available to UC undergraduate students at the host campus and other UC campuses in 2014 winter and spring terms. All campuses were offered the opportunity to offer online courses as part of the pilot project. Of the 21 courses volunteered, all were developed by campus faculty, 17 with UCOE funding and support and four with campus funding and support. Students access the system through a website that provides information on available courses and important policies governing student eligibility for enrollment and requirements the courses might fulfill. Students can learn about courses offered at other campuses, check to see if the courses meet requirements at their own campuses, and seamlessly enroll online. To access the cross-campus enrollment website, please visit http://crossenroll.universityofcalifornia.edu.

Operating out of the students' awareness (or in computer speak, "on the back end"), the system delivers enrollment data to the students' home campuses. Staff at the campuses work to ensure each student is academically eligible to participate in the program and is enrolled in the course. The system also ensures that the host campus knows about the students from other campuses who are enrolled in a course and that these students have access to all course materials, just as students on the home campus do. The electronic system greatly improves on the current manual process (known as "simultaneous enrollment") that students must pursue in order to take any courses at other UC campuses during the academic year.

Academic Year Cross-campus Course Costs, Database, and Satisfaction of Degree Requirements

As a short-term strategy to support campus participation in the cross-campus enrollment pilot project, ILTI is covering the additional costs a host campus incurs when UC undergraduates from other campuses enroll in the host campus's online courses that are offered during the academic year. Such costs could include hiring additional teaching assistants for the cross-campus students, covering the per cross-campus student costs for the learning management

system, and/or "overload" teaching by the course instructor. Over the long term (see last section), UC must work out how the additional costs for cross-campus enrollment during the academic year will be handled. The costs identified during the pilot project will help campus administrators identify options for the long-term arrangement by which costs for academic year enrollment by UC students from other campuses are managed.

As described in the previous section, the pilot project web tool includes information about the online courses available during winter and spring 2014 terms. It is an early version of the searchable database that will become available in the future. This searchable database will include all online courses that are offered during the academic year to students across the campuses. It will have basic information about each course and when it will next be offered. Metadata will support searching the database in many ways, including course subject matter, course level, when a course is offered, what degree requirements a course satisfies on each campus, units earned, extent to which a course is self paced and asynchronous, and the like. Eventually, the database will also include online courses offered only in the summer (where all students pay separate tuition/fees to the host campus) and courses that are not online but are offered to students from multiple campuses (e.g., courses in the UC in DC and UC Education Abroad programs).

Also associated with the pilot project is a concerted effort to establish routine processes by which online courses available to students on other campuses can be approved as satisfying general education and/or major requirements on many to all UC campuses. These faculty-driven processes currently exist for establishing one-to-one course articulation between a course at one California Community College and a similar course at one UC campus. A similar routine process for one-to-one course articulation needs to be established for UC undergraduate online courses across the UC campuses. Because UC online courses from other campuses should often be acceptable as alternatives to (instead of direct substitutes for) a campus's general education or major requirements, procedures will need to be developed to handle the expansion option as well as the articulation option. The approval processes UC ultimately establishes will address both articulation and expansion, and be used by every campus offering an online course to students on other campuses or permitting its students to enroll in courses offered by other campuses.

2014 and Beyond

In addition to supporting course development and cross-campus instruction, in 2014 ILTI will invite campus administrators to submit requests for dedicated resources to support local online activities. Funds would allow campuses to hire additional staff or purchase equipment to expand campus capacity to support faculty in their development and improvement of online courses. In 2014-15, ILTI will continue to support the development of online courses, pending availability of State funding.

Planning is also underway for a robust searchable database and a cross-campus enrollment system to eventually replace and/or build on the pilot cross-campus enrollment system implemented through UCOE. The trial period allows the team to test solutions and identify issues to be addressed in the more robust system. A work group comprised of UCOP and campus

representatives from a variety of positions in UC (e.g., registrars, financial aid officers, chief information officers, Academic Senate leaders, systemwide program leaders, and summer sessions directors) has met regularly since September 2013. This group is charged with identifying and addressing conceptual and operational issues related to developing a central communications hub to facilitate a larger scale cross-UC campus enrollment system.

The central hub will facilitate sharing course information, student enrollment, and other data across campuses and will help students know in advance whether online courses offered on other UC campuses will count toward major and general education requirements on their home campus. The full cross-campus enrollment process is targeted to be in place during the 2015-16 academic year.

As UC's systemwide online education efforts progress, ILTI is actively engaged in collecting information to understand how the project is working and what it is achieving. Evaluation and accountability data will be gathered at the course and program levels. A standardized course evaluation will be administered electronically for each of the online courses offered during the pilot project; those data will be analyzed carefully, and a full accounting of student, teaching assistant, and instructor perceptions and course outcomes will be provided. These ILTI surveys are in addition to the typical campus evaluations that are administered for each UC course. Ongoing assessment of how ILTI is being implemented and what differences it makes will continue to inform the program as it evolves.

Discussions about a sustainable funding model to support online education and cross-campus academic-year instruction are just beginning with the campus Executive Vice Chancellors/Provosts. A viable long-term funding model is essential to sustaining cross-campus online education at UC.

UC's approach to online education, including participation with Massive Open Online Courses (MOOCs), has been measured and thoughtful, with the goal of maintaining UC-quality while striving to improve access to courses at all campuses. Together the campuses and the UC system are making significant progress in using innovative technologies to provide high-quality UC courses that are available across the campuses as a routine and cost-effective part of a UC education.