

Office of the President

TO MEMBERS OF THE COMMITTEE ON EDUCATIONAL POLICY:

DISCUSSION ITEM

For Meeting of July 18, 2013

PROGRESS REPORT ON ONLINE EDUCATION EFFORTS AT THE UNIVERSITY OF CALIFORNIA

EXECUTIVE SUMMARY

At the January 2013 Regents meeting, *Online Education at the University of California* was presented as a major discussion item. Since then, campuses have continued to develop and offer for-credit undergraduate and graduate online courses, drawing on their own resources or on those offered through UC Online Education. Many face-to-face for-credit courses have incorporated e-technology components. Faculty have continued to explore MOOCs (Massive Open Online Courses), and more campuses have established formal agreements with one or more MOOC providers. The most notable new activity has been the development of the Innovative Learning Technologies Initiative (ILTI), in anticipation of the inclusion in UC's FY 2013-14 State funding of \$10 million to use technology to increase access to high-demand courses for UC matriculated undergraduates. The effort has been marked by fruitful collaborations among faculty, students, staff, and administrators and among the campuses and the Office of the President.

BACKGROUND

UC campuses have been actively engaged in providing online learning opportunities for UC matriculated and University Extension students for decades. For a variety of reasons, interest in and engagement with online learning have increased markedly in the last few years. In 2009, the UC Office of the President first began exploring a systemwide strategy for online instruction for credit-bearing courses and degree programs. In 2010, the Report of the Commission on the Future recommended that the University of California continue exploring online instruction in undergraduate, graduate, and Extension programs. Also in 2010, the Regents endorsed a proposal from the UC Berkeley School of Law Dean for a University-wide undergraduate online instruction pilot project, and a pilot project was also endorsed by the Academic Senate for the purposes of exploring the effectiveness of online courses at UC. That project became UC Online Education (UCOE), which has provided funds and support to campuses to develop and offer online courses. Despite some initial setbacks, UCOE has contributed to the University's progress in establishing online learning options for UC students.

As the January Regents item demonstrated, UCOE is now a small and changing part of what UC campuses are doing with online learning. UC is in a period of transition with considerable

exploration and initiative on the campuses and implementation of a new initiative in response to the Governor's proposal to direct \$10 million for e-learning in UC's FY 2013-14 State funding. The remainder of this report provides an update on UC's e-learning work since the January 2013 report to the Regents.

UPDATE

Offering Online Courses

Campuses have continued to develop and offer for-credit undergraduate and graduate online courses, drawing on their own resources or on those resources provided by UCOE. For example, with UCOE support, faculty from various campuses have offered a total of ten new credit-bearing undergraduate courses in the past six months. On every campus, faculty are enriching face-to-face for-credit courses with e-learning components, increasing the number of hybrid courses, and trying out flipped courses, where lecture content is delivered online and classroom time is devoted to discussions, problem sets, and group work. Finally, faculty have continued to explore MOOCs, and more campuses have established formal agreements with one or more MOOC providers, typically Coursera, edX, or Udacity, during the last six months.

Creating a New Initiative

In his January 2013 budget proposal for FY 2013-14, the Governor identified a \$10 million allocation for UC to use technology to increase access to high-demand courses for UC undergraduates. Anticipating the proposal would become reality, in February the University began to develop an initiative that is simultaneously appropriate for UC and directly responsive to the Governor's proposal. Dubbed the Innovative Learning Technologies Initiative (ILTI), it is a campus-based, UCOP-assisted effort. The Provost in the Office of the President, the Chair and Vice Chair of the Academic Senate, and the Interim Director of UCOE have so far co-lead the creation and implementation of ILTI. Although the Governor vetoed specific budget bill language that would have earmarked \$10 million for this purpose, UC remains committed to using \$10 million of FY 2013-14 State funding for its e-learning initiative.

Via an all-campus working meeting offered simultaneously to about 100 people in the north and 100 people in the south, a webinar, and finally a smaller meeting of administrative and Senate leaders or their designees from each campus, faculty, department chairs, students, administrators, and other staff debated visions for a UC online education initiative consistent with the Governor's proposal and provided recommendations that resulted in ILTI. For more information, see <http://www.ucop.edu/academic-affairs/innovative-learning-technology-initiative/index.html>.

With the recent approval of UC's FY 2013-14 State funding, ILTI can be fully implemented. ILTI will provide campuses with funds for the development and enhancement of online courses and online components for hybrid courses that are most useful to UC undergraduates, prioritizing high enrollment, general education (GE), major, and gateway courses that will be offered during the academic year without additional charges to students from multiple campuses. ILTI will also provide funds for resources that increase campuses' capacity to develop and support online courses consistent with ILTI's goals, and it will fund the additional costs when students from other UC campuses enroll in the host campus' course during the academic year. To maximize the

use of online courses across the system, the University will develop mechanisms and systems needed to facilitate student enrollment across the UC campuses and students' ability to identify relevant courses. ILTI includes an evaluation component that will track the progress, effectiveness, and costs of the campus courses and related elements ILTI has funded.

Developing Online Instruction

Most if not all UC campuses at this time are finding a variety of ways to support the development and offering of online instruction for undergraduate and graduate students and for a variety of types of courses and degree programs. The funds dedicated to ILTI are a new major resource for campus development of undergraduate online courses and online components for hybrid courses.

In late March, following President Yudof's announcement at the January Regents meeting and in anticipation of State funds for ILTI in FY 2013-14, UC distributed a call for letters of interest (LOIs) from UC faculty who wanted to develop online courses and online components for hybrid courses. Nearly 120 LOIs were submitted, demonstrating that there is a vigorous "coalition of the willing" of UC faculty ready to develop and teach online for UC undergraduates on multiple campuses.

The LOIs spanned the disciplines, from STEM to social sciences to humanities and the arts, including calculus, engineering, psychology, philosophy, foreign languages, and music. A number of the LOIs involved cross-campus faculty collaborations; for example, an online basic calculus course that would meet the needs of several campuses or online components for a hybrid foreign language and culture course that faculty on three campuses would each offer. Reviews of the LOIs by ILTI co-leaders and other staff provided important insight into e-learning on the campuses. Those who submitted the more promising LOIs were invited to participate in the first of the all-campus meetings described earlier. For that April 13 meeting, current online courses were showcased by the faculty who developed them, basics of high-quality instruction were discussed and demonstrated, and faculty who submitted LOIs met in discipline-based breakout groups to further develop their ideas about UC-quality online courses and their place in the curriculum.

In early July, ILTI will broadly distribute a request for full proposals for funding to create, enhance, and/or offer online high enrollment, GE, major, or gateway courses open to undergraduates from multiple campuses. Those faculty who submitted LOIs in early spring have received detailed, specific, individualized feedback that should guide and support their thinking and planning for responding to the full request for proposals. All UC faculty are invited to apply.

The request for proposals will also provide opportunities to request funding to create or enhance online components for hybrid courses that meet all ILTI criteria, to cover the additional costs to the host campus of opening its online courses to UC students on other campuses during the academic year, and to provide additional resources to help campuses create and enhance online courses and components. The executive vice chancellors/provosts, undergraduate deans, and other academic administrators on each campus will have active roles in maximizing the utility of ILTI funding for achieving ILTI goals on their own campus, and the Senate faculty on each

campus will take the lead in establishing that ILTI-funded courses meet GE, major, and/or gateway requirements on multiple campuses.

Maximizing the Benefits of Online Course Offerings

The University has important work to do beyond creating, enhancing, and offering online courses and components if the full benefits of these instructional resources are going to be realized. There are four main tasks: (1) creating efficient processes by which faculty determine the GE, major, or gateway requirements an online course from another campus can fulfill for their campus' students; (2) creating a searchable database system whereby UC students can identify online course opportunities offered anywhere in the UC system; (3) creating a technology-based system, instead of the current manual system, for handling enrollment and transcript recording processes for UC students who wish to take a course from another campus during the academic year; and (4) establishing an effective method to ensure that when ILTI funding is no longer available, the campuses can appropriately manage the additional costs of offering online courses to students from campuses other than their own. All four of these tasks have been in start-up mode during the last six months.