COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS
Tuesday, April 16, 2013

SUBJECT: REPORT ON eLEARNING

PROPOSED COMMITTEE ACTION
No action required. Information item.

BACKGROUND INFORMATION
See attached PowerPoint presentation.

IMPLEMENTATION PLAN/DATE
N/A

FISCAL IMPLICATIONS
N/A

Supporting Documentation: Report on eLearning
Presented by: Dr. Brenda Claiborne, Provost Phone: 561-297-3062
Report on eLearning

I. Growth Trends
II. Plans for Future Growth
III. State & National Initiatives
I. Growth Trends

• 2010 – President Saunders establishes eLearning Task Force
• 2011 – Center for eLearning established; first faculty development program launched in Fall
• 2012 – Number of students taking an online course increased by 32% over 3-year period (2009-2012)

I. Growth Trends (cont.)

• 20 upper-division and graduate degree programs are now more than 50% online
• Seven of the programs are 100% online
• Searchable online course catalog available on the Center for eLearning website
Number of undergraduate students enrolled in at least one online section that is more than 80% online

Source: IEA Interactive Reporting

Number of graduate students enrolled in at least one online section that is more than 80% online

Source: IEA Interactive Reporting
Total number of students enrolled in at least one online section that is more than 80% online

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unduplicated headcount</td>
<td>+14%</td>
<td>+15%</td>
<td></td>
</tr>
</tbody>
</table>

Source: IEA Interactive Reporting

Undergraduate student credit hours for sections that are more than 80% online

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student credit hours</td>
<td>+21%</td>
<td>+29%</td>
<td></td>
</tr>
</tbody>
</table>

Source: IEA
Graduate student credit hours for sections that are more than 80% online

Total student credit hours for sections that are more than 80% online
### Comparison to State University System

**Online FTE as percentage of total FTE**

<table>
<thead>
<tr>
<th>Online FTE</th>
<th>FAU</th>
<th>SUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>1,057</td>
<td>27,502</td>
</tr>
<tr>
<td>% of undergraduate total</td>
<td>6%</td>
<td>16%</td>
</tr>
</tbody>
</table>

### Comparison to State University System

**Online FTE as percentage of total FTE (cont.)**

<table>
<thead>
<tr>
<th>Online FTE</th>
<th>FAU</th>
<th>SUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>452</td>
<td>4,943</td>
</tr>
<tr>
<td>% of graduate total</td>
<td>20%</td>
<td>13%</td>
</tr>
</tbody>
</table>
Comparison to State University System
Online FTE as percentage of total FTE (cont.)

<table>
<thead>
<tr>
<th>Online FTE</th>
<th>FAU</th>
<th>SUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Online</td>
<td>1,509</td>
<td>32,445</td>
</tr>
<tr>
<td>% of total</td>
<td>9%</td>
<td>15%</td>
</tr>
<tr>
<td>% increase of total FTE from 2010-11</td>
<td>2%</td>
<td>2%</td>
</tr>
</tbody>
</table>

II. Plans for Future Growth
A. Goal: Increase FTE

- Based on FAU 2012-13 Work Plan, June 2012
- Increases shown are over 2011-12 baseline

<table>
<thead>
<tr>
<th>Online FTE</th>
<th>Actual 2011-12</th>
<th>Target 2013-14</th>
<th>Target 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>1,057</td>
<td>+19%</td>
<td>+40%</td>
</tr>
<tr>
<td>Graduate</td>
<td>452</td>
<td>+17%</td>
<td>+24%</td>
</tr>
<tr>
<td>Total Online</td>
<td>1,509</td>
<td>+18%</td>
<td>+36%</td>
</tr>
</tbody>
</table>
II. Plans for Future Growth
B. Strategies:

• Set target participation/growth rates for colleges
• Working closely with advisors
• Devising strategies with partner campuses to meet needs of students throughout service area
• Targeting students that represent new opportunities: those near completion, those who haven’t yet taken an online course, undergraduates

III. State & National Initiatives
A. Massively Open Online Courses

• Open enrollment; no limit on attendance
• Coordinated through companies such as Coursera
• Large research universities are the major participants (Harvard, Princeton, M.I.T.)
• Univ. of Florida joined Coursera in Fall 2012
III. State & National Initiatives

B. MOOCs Issues and Concerns

• Offered primarily as a public service
• Courses are non-credit, therefore currently non-transferable
• No revenue stream for participating universities; currently university-funded
• Still in development phase

C. Florida Virtual Campus, est. 2012

• Statewide resource for distance learning courses and degree programs offered by state universities and the Florida College System
• Online academic advising
• Online access to all SUS library holdings
• 32,267 course sections and 662 online degree programs listed in 2011-12 catalog
Conclusion

I. Growth Trends
II. Plans for Future Growth
III. State & National Initiatives