CeL Mission Statement:
The Center for eLearning at FAU is committed to increasing access to education, improving student-learning outcomes, and holding constant or reducing instructional costs by effectively utilizing technology in course delivery redesigns.

Goals:

- To develop the newly created Center for eLearning at FAU into a unit well recognized for excellence in the administration of eLearning
- To positively influence FAU faculty and staff to promote the highest quality eLearning course/program development and delivery
- To ensure the highest level of support for eLearning students from recruitment to graduation
CEL 2011-2012 Plans:

- CeL space in building 4 is being remodeled and will be ready by October 2011
- Approximately 100 faculty will receive an intensive, semester long training program during which they will develop a new online course
- These new courses will be delivered adding approximately 2500 new enrollments or 7500 credit hours
- A new distance learning fee will be implemented
- A new Center for eLearning website will be developed and launched to support faculty and students
- Training options aimed at more advanced faculty will be rolled out
- A training track aimed at adjuncts and GTA’s will be rolled out
- Inventories of eLearning courses will be made available to Deans for strategic planning of programs and for SACS substantive change reporting requirements
- A student services working group will be formed
Overall Trends since 2004-2005:

Online sections have grown year-to-year at an average of 13%

Online enrollments have grown year-to-year at an average of 12.6%

Unduplicated online students have grown year-to-year at an average of 11.6%
2010-2011 fully online courses:

A total of 272 courses were taught (9.9% of FAU total)

A total of 686 sections were taught (5.9% of FAU total)

A total of 7872 unduplicated students were enrolled (21.8% of FAU total)
Almost 22% of FAU students took at least one online class

A total of 45,806 credit hours were produced (7% of FAU total)

A Spring 2010 snapshot showed a total of 110 eLearning-only students enrolled from 29 states, Puerto Rico, Europe, and the Pacific
Success/retention:

When fully online undergraduate sections are compared to their parallel campus sections:

- 82% of students earned a C or better compared to 90% on campus
- Mean grade awarded was 3.0 online and 3.4 on campus
- 7% of students withdrew compared to 3% on campus
- SPOTS quality of instruction average was 2.2 for online compared to 1.9 for on campus
- SPOT quality of instructor was 2.4 for online compared to 2.1 on campus

When fully online graduate sections are compared to their parallel campus sections:

- 86% of students earned a C or better compared to 88% on campus
- Mean grade awarded was 3.4 online and 3.6 on campus
- 6% of students withdrew compared to 4% on campus
- SPOTS quality of instruction average was 2.3 for online compared to 1.8 for on campus
- SPOT quality of instructor was 2.5 for online compared to 2.0 on campus
CEL 1001 eLearning Designer/Facilitator Certification

- Incentives
- Program structure
- Program description
- Time commitment
- Support
- Proposal Process
- Current Participants
- In their own words...
Program Structure:

- Hybrid model
- 72 participants per semester
- Dual cohort model (36 per cohort)
- Eight learning units
- Length of learning units – two weeks
- Four mandatory face-to-face sessions
- One mandatory Elluminate session
Incentives:

- $3000 stipend
- overload payment
Program Description:

- Instructional design
- Course development
- Course facilitation
- Best practices
- Assessment management
- Learning environment
- Online communication
- eLearning technologies
Time Commitment:

- 16 weeks
- estimated 8 hours/week

Estimated Total Commitment: 128 hours
Support:

- Optional private instructional design consultation per learning unit
- Optional open lab
- Online resources & tutorials
Proposal Process:

- complete proposal form with required signatures
- submit by Friday, October 28th at noon
- acceptance notification prior to Thanksgiving break
In their own words:

I appreciate the work that is going into training us for this. I am learning; not as quickly as I'd hope, but it's happening.
The tremendous amount of planning and organization is truly appreciated.
I'm liking the challenge of seeing college instruction in a new way.
Although it changed my perception for online teaching, I like the course. I already started using some of the ideas ...
Choosing to teach online will make me a better teacher.
This endeavor is going to eat up an incredible amount of time this semester. I'm informing my friends and family that they will not be seeing much of me this fall. I am very invigorated by all of this, though. You have helped me appreciate the depth of online learning.
I am enjoying the course so far. It is a lot of work, though!!!
Could not do without it.