VII. STANDING COMMITTEE

A. Academic and Student Affairs Committee

Online Learning Strategy

For information only.

See Attachment.
Online Learning Strategy

Board of Regents

May 14, 2009

**UW Strategy**

The University of Washington intends to continue to be a leader in high-quality online learning to extend the resources of the UW to a broader community without the use of significant state-funding.

**Definitions**

**Distance learning**: The course content and student/teacher and student/student interactions are delivered primarily through technology.

**Educational Technology**: The course content and interactions are enhanced by technology but offered primarily onsite (e.g. lectures taped to allow students to review them at a later date; a course Web site, a class discussion board, etc.).

**Current Situation at the UW**

The UW currently offers a significant number of distance learning degrees, certificate programs and classes through UWEO. These programs operate on a fee-basis without state funding.

- Distance learning degrees: 10
  - Master in Construction Engineering
  - Master in Aeronautics & Astronautics Engineering
  - Master in Aerospace Engineering
  - Master in Manufacturing Engineering
  - Master in Mechanical Engineering
  - Master of Nursing
  - Extended Master in Public Health
  - Master in Strategic Planning for Critical Infrastructures
  - Master of Library and Information Science (dMLIS)
  - Master in Applied Mathematics

- Distance learning certificate programs: 25
  - Biotechnology Project Management
  - Emergency Management
• Interactive Marketing
• Project Management
• C++ Programming
• Embedded and Real-Time Systems Programming
• Oracle Applications Development
• SQL Server Specialist
• Heavy Construction
• Infrastructure Construction
• Quantitative Construction Management
• Construction Management
• Critical Infrastructures Protection
• Facility Management
• Brain Research in Education
• E-Learning Design and Development
• School Library Professional
• Medical Engineering: Biosensors and Biomaterials
• Advanced Research in Addiction and the Brain
• Gerontology
• Database Management
• Information Assurance & Cybersecurity
• Web Technology Solutions
• Guardianship
• Paralegal Studies

• Distance learning undergraduate credit classes: 70 (some of these classes will be in the Time Schedule)

• Online free courses: 13

<table>
<thead>
<tr>
<th>UW DL Enrollments</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total UW DL</td>
<td>10865</td>
<td>9919</td>
<td>11892</td>
<td>11242</td>
<td>12369</td>
</tr>
</tbody>
</table>

Current National situation

• More matriculated undergraduate students taking an online course with their onsite courses.
• In fall 2007, 3.9 million undergraduates took an online course, which represents a 12.9% increase in one year and constitutes 22% of all college-level enrollments.
• Examples:
  1. In 2007, University of Massachusetts Online attracted 26,627 enrollments, an annual increase of 25% in enrollments.
  2. Capella University, an online university established in 1993, has 26,800 mostly nontraditional students.
3. Seventy-five percent of the 362,000 University of Phoenix students take a class online.

4. Western Governors University, an online, competency-based university that started in 1996, graduates 1,000 students a year mainly in education.

**Benefits of Distance Learning**

- Expands access to the resources of the UW.
- Provide time flexibility to students with work and family responsibilities.
- Lessen the constraints on physical space and the classroom shortage.
- A “green” alternative to driving to class.
- A way to circumvent the new toll bridges.
- Allows partnerships to be developed more easily.
- Carefully predesigned for learners.
- Provides an optimal learning environment for some students.
- Useful for a new generation of students who have familiarity with technology.
- Offers social networking capabilities not easily attained in the classroom (e.g. students from different countries and cultures learning in the same class; Boeing workers in Seattle and Wichita taking the same class, etc.).
- Offers a learning environment that can be accessed repeatedly rather than once in a live context.
- Ability to design a course for multiple learning styles.
- Ability to use content or parts of the content for multiple audiences: Matriculated students and professional students.

**Limits of Distance Learning**

- Not all students or institutions have access to the necessary technology.
- Some students do not learn optimally online.
- Online learning has a greater upfront cost and longer timeline for development than a classroom experience.

**The UW Model and Partnerships: Allows Expansion into a National Market with Less Risk**

- **ASG:** UW, UC Irvine, Northwestern, UC San Diego, U. of Oklahoma, U of Texas at Austin, NYU, Capella U., UBC, U of Toronto, Penn State
  - UW coordinates this effort
  - Biotechnology Project Management (UW/UCSD)
  - Decision making for Climate Change (UW/UBC/UCI/Northwestern)
  - Green Human Resources (UW/Northwestern)
  - Sustainability Institute (UW/UBC)

- **R1edu:** 34 Major AAU Research Institutions
  - UW coordinates this effort
Short Courses on the environment (UW/Wisconsin/Rutgers)

- Prentice-Hall
  - LAAP Grant ($1.5M)
  - Mac and iPhone Development Certificate

- Other Project Partners
  - Department of Labor ($1.5M)
  - Boeing
  - Chulalongkorn University
  - WUN
  - Apex
  - Heritage University
  - Sloan Foundation

Course Development Model for Online Learning

- Content Expert
- Technologist: Development and Support
- Instructional Designer and Trainer

Types of distance learning delivery: A mixed model

- Video-based (streamed via EDGE)
- Online print-based/interactive (discussion boards)
- Real-time video (Adobe Connect)
- Virtual World (Second Life, Forterra, and Protosphere, game simulations)

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