Department of Distance Learning

Presentation to Board of Governors, January 2015
Scott Snell, Director

• Bachelor’s of Education, MSSU 1999
• Master’s of Science in Education and Instructional Technology, University of Missouri, 2003
• 8th grade special educator, 2000-2008
• CompTIA A+, Network +, MCP, 2003
• Certified Blackboard Administrator, 2009
Blackboard Learning Management System (LMS)

- Online Classes - 385
- Hybrid Classes - 69
- Traditional Class Enhancement - 891
Dedicated to student success.

Announcements

New Announcements appear directly below the repositionable bar. Be careful by dragging announcements to new positions.

Move priority announcements above the repositionable bar to pin them to the top of the list and prevent new announcements from superseding them. The order shown here is the order presented to students. Students do not see the bar and cannot reorder announcements.

Create Announcement

New announcements appear below this line

About grading
Posted on: Thursday, January 15, 2015 12:00:00 AM CST

Hello students,

Your first three activities have been graded. Please note in the future that I will only post grades after the due date of the assignment. If you have any questions or concerns prior to that, make sure to contact me via email or the “Ask Your Instructor” discussion board (preferable), and I’ll get right back to you.

Sincerely,

Scott

Items due today
Posted on: Wednesday, January 14, 2015 12:00:00 AM CST
Information and Documents

Internet Courses at Missouri Southern State University

Internet courses at Missouri Southern are not self-paced correspondence courses. At least one of the following activities requiring student participation will be present every week of instruction:

- posting to a threaded discussion in accordance with instructor expectations,
- submission of an assignment,
- submission of a test or quiz,
- sending content related e-mails to the instructor, or
- participation in an interactive tutorial or computer assisted instructional activity.

It is the Internet student's responsibility to participate in all required course activities as scheduled by the instructor.

Students in Internet classes at Missouri Southern can expect:

- regular and substantive interaction with their instructors,
- instructor replies to email correspondence within 48 hours, and
- grades to be posted to the My Grades area within seven days of the due date of the assignment.

UE 100 Course Syllabus Spring 2015

UE 100 Course Guide Spring 2015

Availability: Item is not available.

Your College Experience

Title
Your College Experience
Student Resources

- **Americans With Disabilities Act (ADA)**
  - The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.
  - If you believe you have a disability requiring an accommodation, please contact the Office of Student Disability Services:
    - **PHONE:** 417-625-5616
    - **EMAIL:** musser@msu.edu
    - **WEB:** http://www.mssu.edu/disability-services

- **Smarthinking Login**
  - MSSU is pleased to provide you with access to online tutoring provided by SMARTTHINKING. With SMARTTHINKING, you have access to one-on-one tutoring up to 24 hours a day from ANY Internet connection - at NO cost to you.
  - SMARTTHINKING provides real people to work with you in a wide range of subjects including:
    - writing
    - math (basic math through calculus I)
    - accounting, statistics, finance, economics
    - biology, intro to human anatomy & physiology, physics, chemistry, and Spanish.

- **RefWorks - bibliographic management software**
  - RefWorks - an online research management, writing and collaboration tool - is designed to help researchers easily gather, manage, store and share all types of information, as well as generate citations and bibliographies.
Submit Assignments

Assignment Information

Due Date: Friday, January 16, 2015
11:59 PM
Points Possible: 5

When you are asked to submit written work or other items for this class, you will need to know how to use the "Assignment Tool".

For this practice assignment, I would like you to create and save a document then submit it to me. The document doesn’t need to have any text and the name you save it with is not important either. I would just like to make sure that all of you are able to save and submit documents using this tool.

If you have Microsoft Word on your computer, simply saving and naming the document as normal will work. If you are using a different word processor for your assignments you will need to save your documents with the "rtf" or rich text format extension. You will be able to choose this format by dropping down the "Save As File Type" menu bar once you have opened your "Save As" dialogue box.

If you need help accomplishing this, please call Blackboard help at (417)625-8885 and someone will walk you through the process.

Click the link above to submit a document.

How to Submit an Assignment in Blackboard Learn
Participate in Discussions

Forum: Ask Your Instructor

Organize Forum Threads on this page and apply settings to several or all threads. Threads are listed in a tabular format. The Threads can be sorted by clicking the column title or the caret at the top of each column. More Help
Take Test: Week 1 Quiz

Test Information
Description
Instructions
Multiple Attempts: This test allows multiple attempts.
Force Completion: This test can be saved and resumed later.

Question Completion Status:
1 2 3 4 5 6 7

Question 1
2 points
I am either a boy or a girl.
- True
- False

Question 2
2 points
I can find contact information for my instructor in the "Meet Your Instructor" area of this course.
- True
- False

Question 3
2 points
Textbook information and the course syllabus are located in the "Course Home" area of the course.
- True
- False
Receive Instructor Feedback

Here you go Scott and Russ:


Tammy Hall
Interim Executive Director/Director of Academic Services
Louisiana Community & Technical College System Online (LCTCSOnline)
250 South Foster Drive
Baton Rouge, Louisiana 70806
(225) 308-4402 Office
(225) 454-0773 Cell
(225) 922-2800 Fax
http://online.lctcs.edu

I wonder if they're referring to the Federal Regulations related to the Higher Education Opportunity Act (see Federal Register, Vol. 74. No. 206, October 27, 2009), p. 55426, in which distance education and correspondence education are defined and contrasted, in part, by the amount of student-teacher interaction. I see Amanda has already posted those definitions.
Internet Classes

- All work via Internet
- Students never come to campus
- Some assessments proctored
Hybrid Classes

- Bulk of work completed online
- Class meets periodically
- Opportunity for “flipped class”
  - Lectures/ quizzes/ readings done online before class
  - Class time used for learning activities/ discussions/ concept reinforcement
Traditional Classes

- Documents/handouts online
- Assessments online
- Homework management/gradebook
- Video taped lectures for review
- Audio lectures for review
- Opportunity for the “flipped” classroom
Total Online Programs

Southeast Missouri State University: 32
Missouri S&T: 17
Pittsburg State University: 28
Western Missouri: 4
University of Central Missouri: 22
Truman State University: 1
Missouri University: 66
MSSU Online: 27
N: 7
Missouri State: 35
Online Programs at MSSU

Online Programs

- Online Bachelor's Degrees (100%): 9
- Online Bachelor's Degrees (Degree Completion): 4
- Minors: 11
- Certificates: 2
- Other: 1
Bachelor’s Degrees Available Online

• Bachelor of Science in Business Administration w/an emphasis in:
  • Accounting
  • Finance and Economics-Economics concentration
  • Finance and Economics-Finance concentration
  • General Business
  • Human Resource Management
  • International Business
  • Management

• Bachelor of Science in Criminal Justice Administration w/an emphasis in:
  • Criminal Justice
  • Juvenile Justice
Degree Completion Programs Available Online

• Bachelor of Applied Science (transfer degree for students with an Associate of Science or Associate of Applied Science)
• Bachelor of Science in Environmental Health (degree completion)
• Bachelor of General Studies (degree completion or interdisciplinary)
• Bachelor of Science in Health Science/Transfer-Allied Health (for transfer students only)
Minors Available Online

- Accounting-BSBA candidates
- Accounting-non-BSA candidates
- American Studies
- Biology
- Corrections
- Criminal Justice Administration
- Entrepreneurship
- General Business
- Juvenile Justice
- Paralegal Studies
- Sociology
Certificates Available Online

- Entrepreneurship Certificate
- Paralegal Certificate
And finally…

- Associate of Law Enforcement-Option A (without Law Enforcement Academy)
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<th>INET</th>
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<td>Summer 10</td>
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<td>Spring 11</td>
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<td>4</td>
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<td>14</td>
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<td>Spring 15</td>
<td>7</td>
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Online General Education Courses

- All Sections Taught from Master Template
- Initial Development Stipend
- Three-year Renewal Stipend
- Tracked Enrollment
- New Sections Opened as Needed
- Reduced Closed Classes for Online Students
Student Demographics

One or More Online Classes

- Male: 27.1
- Female: 27.4
- Total: 62.5%
- Other: 37.5%

Only Online Classes

- Male: 31.6
- Female: 31.8
- Total: 67.5%
- Other: 32.5%
OUT OF STATE STUDENTS IN ONE OR MORE INTERNET CLASSES

- KS, 136
- AR, 108
- OK, 111
- TX, 12
- VA, 1
- WI, 1
- AK, 3
- OR, 1
- SC, 1
- CA, 7
- CO, 1
- FL, 2
- GA, 2
- IA, 4
- ID, 1
- IL, 17
- IN, 1
- KY, 3
- LA, 4
- MA, 1
- MN, 1
- MS, 2
- NC, 2
- NM, 3
- OH, 2

Total: 1898
STUDENTS TAKING ONE OR MORE ONLINE COURSES BY ZIPCODE
COUNT OF STUDENTS IN ONE OR MORE DISTANCE COURSES

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<td>13</td>
<td>1777</td>
<td>1938</td>
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COUNT OF STUDENTS TAKING ONLY DISTANCE COURSES

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<td>633</td>
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<td>705</td>
<td>740</td>
<td>787</td>
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<td>10</td>
<td>735</td>
<td>778</td>
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<td>11</td>
<td>748</td>
<td>768</td>
<td>773</td>
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<tr>
<td>12</td>
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<td>684</td>
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<td>13</td>
<td>712</td>
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<td>14</td>
<td>674</td>
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<tr>
<td>15</td>
<td>689</td>
<td>689</td>
<td>768</td>
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COUNT OF STUDENTS WHO HAVE NEVER TAKEN AN ON GROUND CLASS

ACADEMIC YEAR

COUNT OF STUDENTS

Fall
Spring
Summer
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<th>SPRING</th>
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<td>343 13%</td>
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<td>2754</td>
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<td>2146</td>
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<td>264 12%</td>
<td>1010</td>
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<tr>
<td>2015</td>
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<td></td>
<td>310 AVERAGE</td>
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<td>324 AVERAGE</td>
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<td>116 AVERAGE</td>
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STUDENTS IN ONE OR MORE INTERNET CLASSES AT CENSUS AND END OF SEMESTER
### STUDENTS IN ONLY INTERNET CLASSES AT CENSUS AND END OF SEMESTER

<table>
<thead>
<tr>
<th></th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
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<tbody>
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<td>FINISH</td>
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<td>2015</td>
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<td>68</td>
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**AVERAGEs:**
- Fall: 68
- Spring: 53
- Summer: 65
German-American Business Certificate

- Partnership with Hochschule-Ansbach
- 8-course certificate program
- Competency based
- 4 courses developed by MSSU
- 4 courses developed by Hochschule-Ansbach
- Hosted in Blackboard by Missouri Southern
Business Marketing Partnership

- Professor Chris Moos
- Odessa National Maritime University, Ukraine
- Online courses offered by both faculty
- Ukraine students will eventually spend time on campus
- Distance Learning training/consulting ONM faculty-Felicia Morley
Dr. Lynn Korvick

- All exams in Blackboard
- Validity of exam items
- Measure outcomes
- Aligning exam items to outcomes
- Quantitative data
Goals, Objectives and Rubrics

Project 1
Module 1

Goal 1.1
Scoring Rubric

Project 5
Module 3

Project 6
Module 4
Goals for German American Certificate Program
Communication

1.5. - Demonstrate effective oral communication techniques in synchronous and asynchronous presentations.

1.2. - Develop effective written communications that demonstrate appropriate design, organization, and coherence.

1.1. - Develop effective written communications that demonstrate clarity in ideas, reasoning, and content.

1.1.3. - Arguments, conclusions or recommendations are clearly expressed.

1.1.4. - Conclusions and recommendations are supported with specific examples, logical reasoning, and evidence from multiple credible sources, which are cited.

1.1.5. - Facts are accurate.

1.1.1. - The content is consistent with the needs, background and expectations of the audience.

1.1.2. - The document has a clear purpose and a central idea that is explicitly stated and sufficiently developed.

1.3. - Prepare effective written communication that demonstrates sentence clarity, conciseness and structure.

1.4. - Prepare effective written communications with appropriate grammar, usage and mechanics.
## Rubric Detail

**Name:** Communication Skills 1.1  
**Description:** Develop effective written communications that demonstrate clarity in ideas, reasoning, and content.

### Action Goals

<table>
<thead>
<tr>
<th>Goal</th>
<th>Active Goals</th>
<th>Achieved</th>
<th>Goal Set Name</th>
<th>Category</th>
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<td>Communication</td>
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<td></td>
<td>1.1.2.</td>
<td>Below Expectations</td>
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<td>1.1.3.</td>
<td>Meets Expectations</td>
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<td></td>
<td>1.1.4.</td>
<td>Exceeds Expectations</td>
<td></td>
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</tbody>
</table>

| 1.1.1. | The content is consistent with the needs, background and expectations of the audience.  
| 0 (0%) | 1 (6.67%) | 2 (13.33%) | 3 (20%) |
| 1.1.2. | The document has a clear purpose and a central idea that is explicitly stated and effectively developed.  
| 0 (0%) | 1 (6.67%) | 2 (13.33%) | 3 (20%) |
| 1.1.3. | Arguments, conclusions or recommendations are clearly expressed.  
| 0 (0%) | 1 (6.67%) | 2 (13.33%) | 3 (20%) |
| 1.1.4. | Conclusions and recommendations are supported with specific examples, logical reasoning, and evidence from multiple credible sources, which are cited.  
| 0 (0%) | 1 (6.67%) | 2 (13.33%) | 3 (20%) |
| 1.1.5. | Facts are accurate.  
| 0 (0%) | 1 (6.67%) | 2 (13.33%) | 3 (20%) |
Smarthinking’s E-structor Response Form
(Your marked-up essay is below this form.)

HOW THIS WORKS: Your e-structor has written overview comments about your essay in the
form below. Your e-structor has also embedded comments (in bold and in brackets)
throughout your essay. Thank you for choosing Smarthinking’s OWL; best wishes with
revising your paper!

*Strengths of the essay:

Hello [name], welcome to Smarthinking! This is Nicole V., and I will be your tutor for this essay. You
have a very interesting topic about the health of nurses. I have some friends who are nurses, so I
know understand how tired they become sometimes because of their grueling schedules. I noticed that
you presented a thesis statement in your introduction:

The ANA is correct on its stance, as the long hours that nurses are working are causing
major fatigue that can lead to errors in patient care, billions of dollars spent in healthcare
institutions, and declining nurse retention rates.

A thesis statement is important because it presents the main topic of an essay and the discussion
points in which the paper will revolve around. With this, your readers will know what to expect from
your paper. Good job! Now, there are still some areas we can work on to help improve your paper, so
let’s begin.  

[Comment from e-structor]

Dear [Student ID],

You have a very physically, emotionally, and mentally demanding job, in which
patient care is closely associated with

[Comments on the essay]

[Feedback to learner]

For the toolbar, press ALT+F10 (PC) or ALT+FN+F10 (Mac).
Goals, Objectives & Rubrics in Blackboard

Name: Communication Skills 1.1
Description: Develop effective written communications that demonstrate clarity in ideas, reasoning, and content.

1.1. The content is consistent with the needs, background and expectations of the audience.
- Not Present: 0 (0%) points
- Below Expectations: 1 (6.67%) points
  The errors affect the ability of the reader to focus on the content.
- Meets Expectations: 2 (13.33%) points
  The paper has a few errors, but not enough to greatly affect the reader’s focus.
- Exceeds Expectations: 3 (20%) points
  The paper is free of virtually any spelling, wrong word, punctuation, and grammar errors.

Feedback:

1.1.1. The content is consistent with the needs, background and expectations of the audience.
- Not Present: 0 (0%) points
- Below Expectations: 1 (6.67%) points
  The errors affect the ability of the reader to focus on the content.
- Meets Expectations: 2 (13.33%) points
  The paper has a few errors, but not enough to greatly affect the reader’s focus.
- Exceeds Expectations: 3 (20%) points
  The paper is free of virtually any spelling, wrong word, punctuation, and grammar errors.

Feedback:

1.1.2. The document has a clear purpose and a central idea that is explicitly stated and sufficiently developed.
- Not Present: 0 (0%) points
- Below Expectations: 1 (6.67%) points
  The paper lacks some of the attributes of an excellent paper, but generally can be followed and makes its point.
- Meets Expectations: 2 (13.33%) points
  The paper is unfocused and hard to read.
- Exceeds Expectations: 3 (20%) points
  The paper has a clear purpose expressed in a thesis statement, uses topic sentences and transitions, has effective paragraph development and structure, and...
### Grid View

<table>
<thead>
<tr>
<th>Grid View</th>
<th>List View</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1: The content is consistent with the needs, background and expectations of the audience.</td>
<td>Not Present</td>
</tr>
<tr>
<td></td>
<td>0 (0%)</td>
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<tr>
<td></td>
<td>The errors affect the ability of the reader to focus on the content.</td>
</tr>
<tr>
<td>1.1.2: The document has a clear purpose and a central idea that is explicitly stated and sufficiently developed.</td>
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</tr>
<tr>
<td></td>
<td>The paper is unfocused and hard to read.</td>
</tr>
<tr>
<td>1.1.3: Arguments, conclusions or recommendations are clearly expressed.</td>
<td>0 (0%)</td>
</tr>
<tr>
<td></td>
<td>Support is weak or nonexistent.</td>
</tr>
</tbody>
</table>
Report of Student Performance

Rubric Statistics Report

Rubric Analysis
Communication Skills 1.1

1.1.1. The content is consistent with the needs, background

1.1.2. The document has a clear purpose and a central idea

1.1.3. Arguments, conclusions or recommendations are clear

1.1.4. Conclusions and recommendations are supported with evidence

1.1.5. Facts are accurate.
## Rubric Statistics Report

### Communication Skills 1.1

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not Present</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Number Evaluation</th>
<th>Average</th>
<th>Median</th>
<th>Mode</th>
<th>Std. Deviation</th>
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</thead>
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<tr>
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<td>Points</td>
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<td>1.1.4. Conclusions and recommendations are supported with specific examples, logical reasoning, and evidence from multiple credible sources, which are cited.</td>
<td>Points</td>
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### Students currently at risk

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>MISSED DEADLINES</th>
<th>GRADES ALERT</th>
<th>ACTIVITY ALERT</th>
<th>ACCESS ALERT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guest 1</td>
<td>-</td>
<td>-</td>
<td>✖️</td>
<td>✖️</td>
</tr>
<tr>
<td>Shayla Berkley</td>
<td>-</td>
<td>-</td>
<td>✖️</td>
<td>-</td>
</tr>
<tr>
<td>Harley Harvardson</td>
<td>-</td>
<td>-</td>
<td>✖️</td>
<td>-</td>
</tr>
<tr>
<td>Lucy Liu</td>
<td>-</td>
<td>-</td>
<td>✖️</td>
<td>-</td>
</tr>
<tr>
<td>Tonya Tiffanies</td>
<td>-</td>
<td>-</td>
<td>✖️</td>
<td>-</td>
</tr>
</tbody>
</table>

**MATCHING RISK FACTORS**

- Activity in the last 1 week(s) is 20% below course average
  - Activity: **86% below average**

Last Refreshed: 1/6/15 12:47 PM
## Students currently at risk

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>MISSED DEADLINES</th>
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<tr>
<td>Tonya Tiffanies</td>
<td>-</td>
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</tbody>
</table>

## Students you are monitoring

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>Last Access</th>
<th>Activity</th>
<th>Grade</th>
<th>Missed Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harley Harvardson</td>
<td>1 day(s) ago</td>
<td>88% below average</td>
<td>5.71% below average</td>
<td>0</td>
</tr>
<tr>
<td>Shayla Berkley</td>
<td>1 day(s) ago</td>
<td>86% below average</td>
<td>12.38% below average</td>
<td>0</td>
</tr>
</tbody>
</table>
Grade Change: Tracking Online Education in the United States

- Over 7.1 million students were enrolled in an online class Fall 2012
- 6.1% growth rate
- 32% all students take at least one course online
- 77% academic leaders rate learning outcomes in online as the same or superior to face-to-face
- Only 30.2% of academic officers believe that their faculty accept the value and legitimacy of online—lower than that recorded in 2004
Year after year the number of online enrollments steadily increases its proportion of total enrollments starting at 11.7% in 2003 and increasing to 32% in 2011.

Source: “Changing Course Infographic”
http://www.onlinelearningsurvey.com/highered.html
MOOCs

- Coursera/edX/Udacity
- New admissions paths
- Matchmakers
- For Credit?
Dispersing the Lecture Hall

- Learning scientist design team
- Two dozen core courses
- Free to more than 100 colleges
- High quality/low cost
- Website: http://oli.cmu.edu/

Improvement in post secondary education will require converting teaching from a solo sport to a community based research activity.

Herbert Simon

OLI believes this insight from Simon is critical when thinking about the future of education. Read more about how we implement this key idea.
The Hybrid Model
(Just as good and faster.)

- Fit classes around schedules
- Allow more courses
- Get students through faster
Questions?