

# 2015 NEAIR Special Interest Group


**The Challenge of Digital Learning  
Student Credit Hours and their effect  
on Benchmarking with Delaware  
Cost Study Metrics**

# The Evolution of Distance Education to Digital Learning

HOW THE INTERNET IS

## REVOLUTIONIZING EDUCATION


The Internet has transformed education dramatically, and in a very fundamental way: the grasp of power has shifted from the hands of the institution to those of the student. Whether enrolled at your local university or simply looking to deepen your knowledge of a subject, the options for education have never been more diverse. Education is more accessible than ever before in human history, thanks entirely to the Internet.



**MILESTONES IN E-LEARNING**


**1971**

The Open University opens in England with an open admissions policy, and begins broadcasting lectures on television. **25,000 students enroll.**

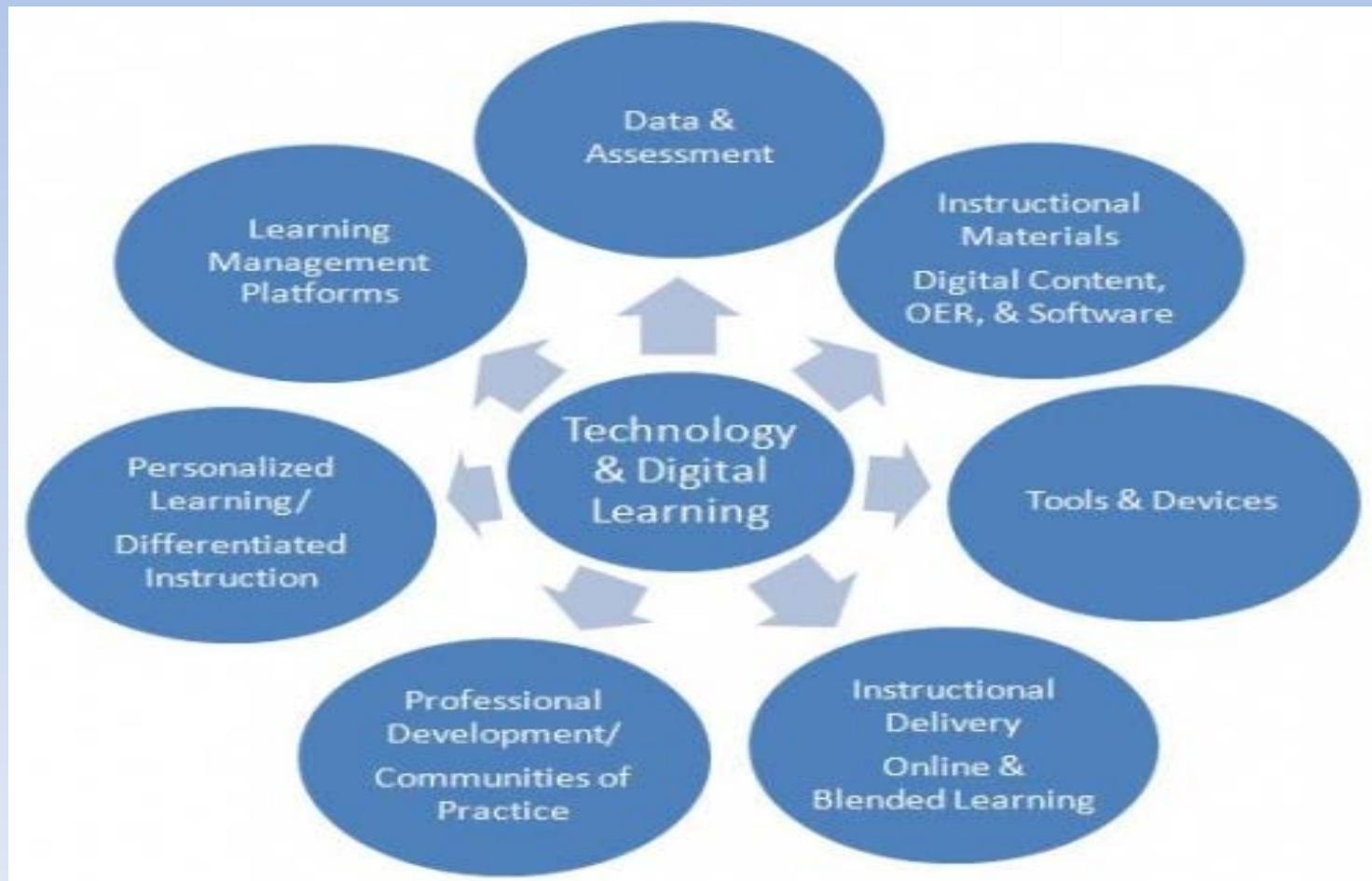


**1989**

University of Phoenix launches its private, for-profit online school. **12 students enroll.**



# The Evolution of Distance Education to Digital Learning



# Addressing On-line Education in the 2015 Delaware Cost Study

**New Fields: Online SCH – please report total fall online SCH and then the total year online SCH.**

The following guidance related to the inclusion of online student credit hours has been provided in past years of the Delaware Cost Study under the definition of Student Credit Hours : *Distance education courses should only be included when the student credit hours and course sections can be reported in the same discrete way that a typical non-distance education course would be reported. In other words, we do not want the sections to be over inflated when there may be no unique time and place of the course offering.*

This specification has resulted in the potential exclusion of student credit hours provided in a virtual class arrangement. Please include in the fields provided for online student credit hours, the total student credit hours produced in the given CIP discipline that are delivered exclusively in an online format. Classes in this category do not meet in a physical classroom.

The online productivity category does not include hybrid courses where there are both elements of a traditional course that meets in a fixed place at a recurring specific time but also include an online component. Student credit hours delivered in a hybrid configuration should be included in the count of student credit hours disaggregated by faculty type in the Part A matrix. Classes delivered by CIP disciplines using massively open online course MOOC format typically do not fall within the domain of the Delaware Cost Study because they do not involve administrative tracking similar to courses that are included in the study.

# 2015 National Study of Instructional Costs and Productivity (Delaware Cost Study)

Institution:

(Office use only)

Department/Discipline:

Associated CIP Identifier:

CIP Verified?

Please indicate the **average** number of degrees awarded in this discipline at each degree level over the period from 2011-2012 through 2013-2014. If a degree level is not offered, leave as **zero**.

If data are not available, please enter 'm' in the boxes.

Bachelor's:   
 Master's :   
 Doctorate:   
 Professional:

All Majors  
 Bachelor's:   
 Master's :   
 Doctorate:   
 Professional:

Place an 'X' in the box below if this discipline is non-degree granting.

## A. INSTRUCTIONAL COURSELOAD: FALL SEMESTER, 2014

Please complete the following matrix. Be sure to consult definitions before proceeding. Do not input data in shaded cells except for those mentioned in the important note below that pertains to (G) and (J).

**Important note:** If you cannot differentiate between "Organized Class" and "Individualized Instruction" student credit hours, assign all credit hours to the appropriate Organized Class column. Similarly, if you cannot differentiate between "Lower Division" and "Upper Division" undergraduate student credit hours, report all those hours under "Total Undergraduate SCH."

Classification	Faculty			Student Credit Hours								Organized Class Sections				
	FTE Faculty			(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	Other Section Types (Lecture, Seminar, etc.)			(P) Total
	(A) Total	(B) Sep. Budg.	(C) Instructional	Lower Div. OC*	Upper Div. OC*	Undergrad Indiv. Instruct.	Total Undergrad SCH	Grad OC*	Graduate Indiv. Instruct.	Total Graduate SCH	Total Student Credit Hours	Lab/Csc/ Rec. Sections	(M) Lower Div.	(N) Upper Div.	(O) Graduate	
Regular faculty:																
- Tenured/Tenure Eligible	0.00	0.00	0.00	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0
- Other Regular Faculty	0.00	0.00	0.00	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0
Supplemental Faculty	0.00	NA	0.00	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0
Teaching Assistants:																
- Credit Bearing Courses	0.00	NA	0.00	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0
- Non-Credit Bearing Activity	0.00	NA	0.00	NA	NA	NA	NA	NA	NA	NA	NA	0.0	0.0	0.0	0.0	0.0
<b>TOTAL</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

\* OC = Organized Class NA = Not applicable

In the box to the right, indicate the number of individualized instruction student credit hours from the total that are devoted to supervised doctoral dissertation.

Mark with 'X' the box that indicates your academic calendar:   
 Semester:  Quarter:

Reminder: Use Fall 2014 semester data as of your official census date.

Please supply the total number of online SCH for the Fall 2014 Undergraduate  Graduate

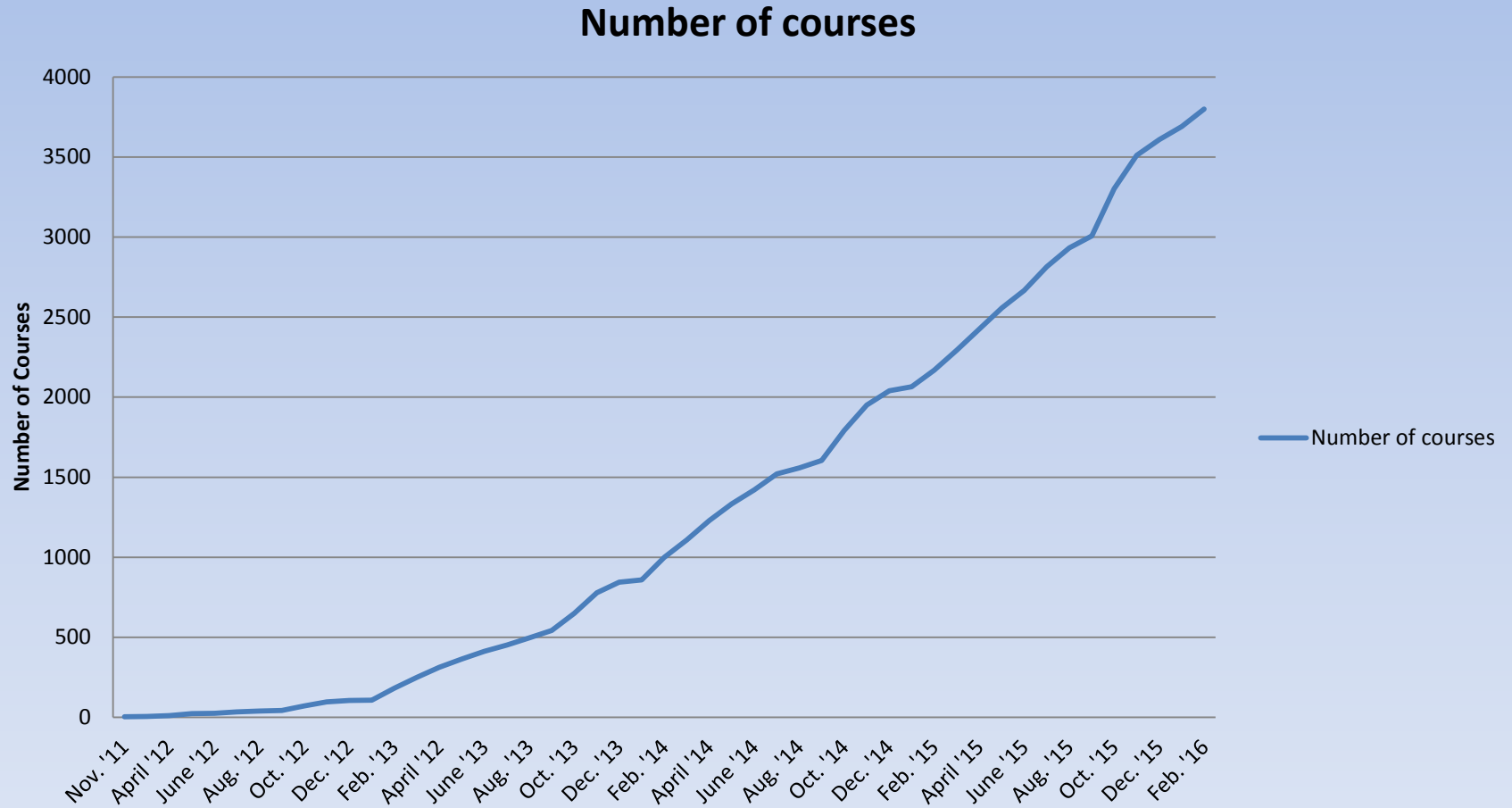
If your institution does not offer online courses leave the **ZERO** in the box. If you are unable to supply the online SCH offered at your institution please mark the box "m" for missing

## B. COST DATA: ACADEMIC AND FISCAL YEAR 2014-2015

What will be missing in the  
benchmarks ?

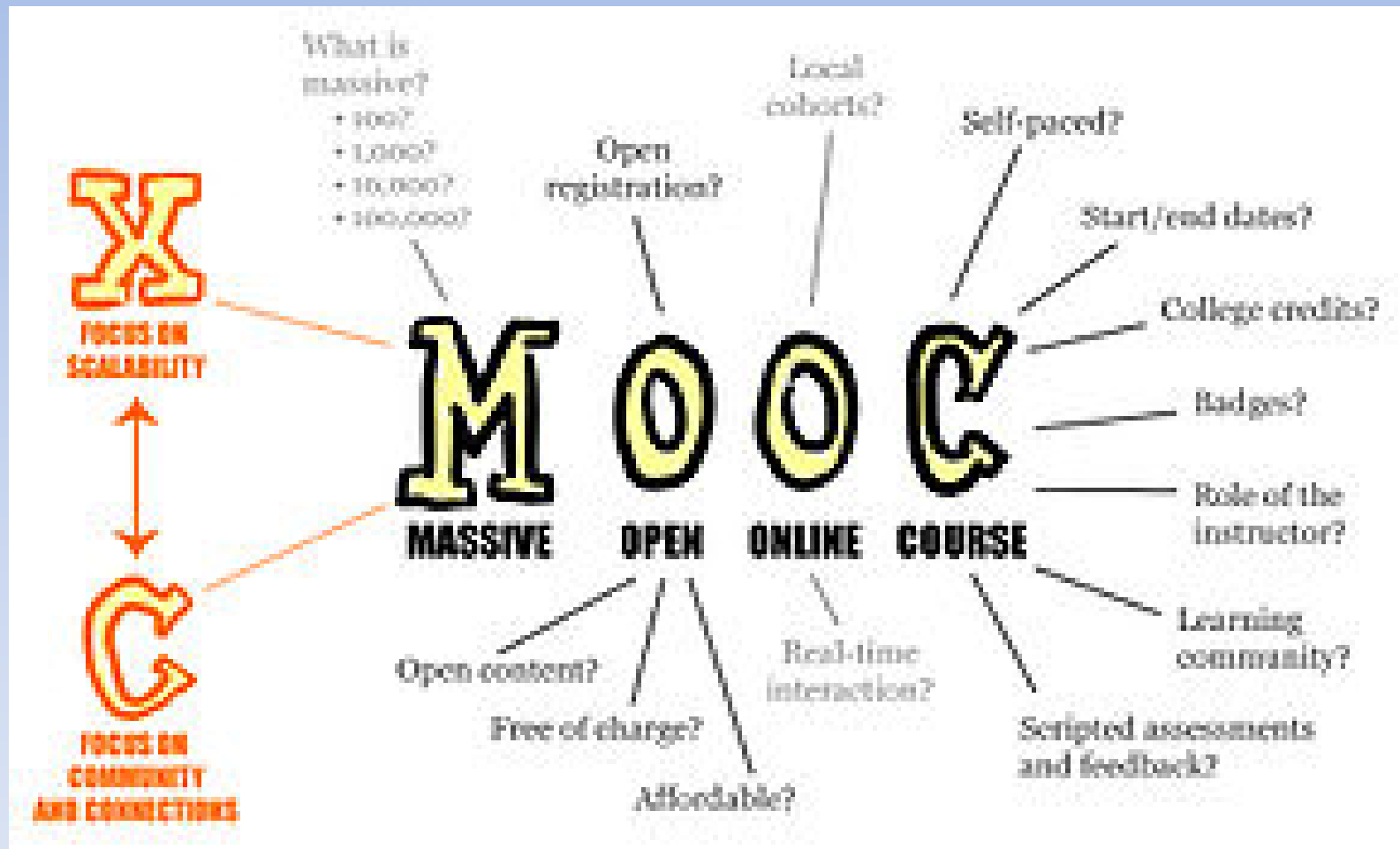
What are we planning in the  
Higher Education Consortia to  
capture what we will be  
missing ?

# The Growth of Massively Open On-line Courses offered 2011-2015

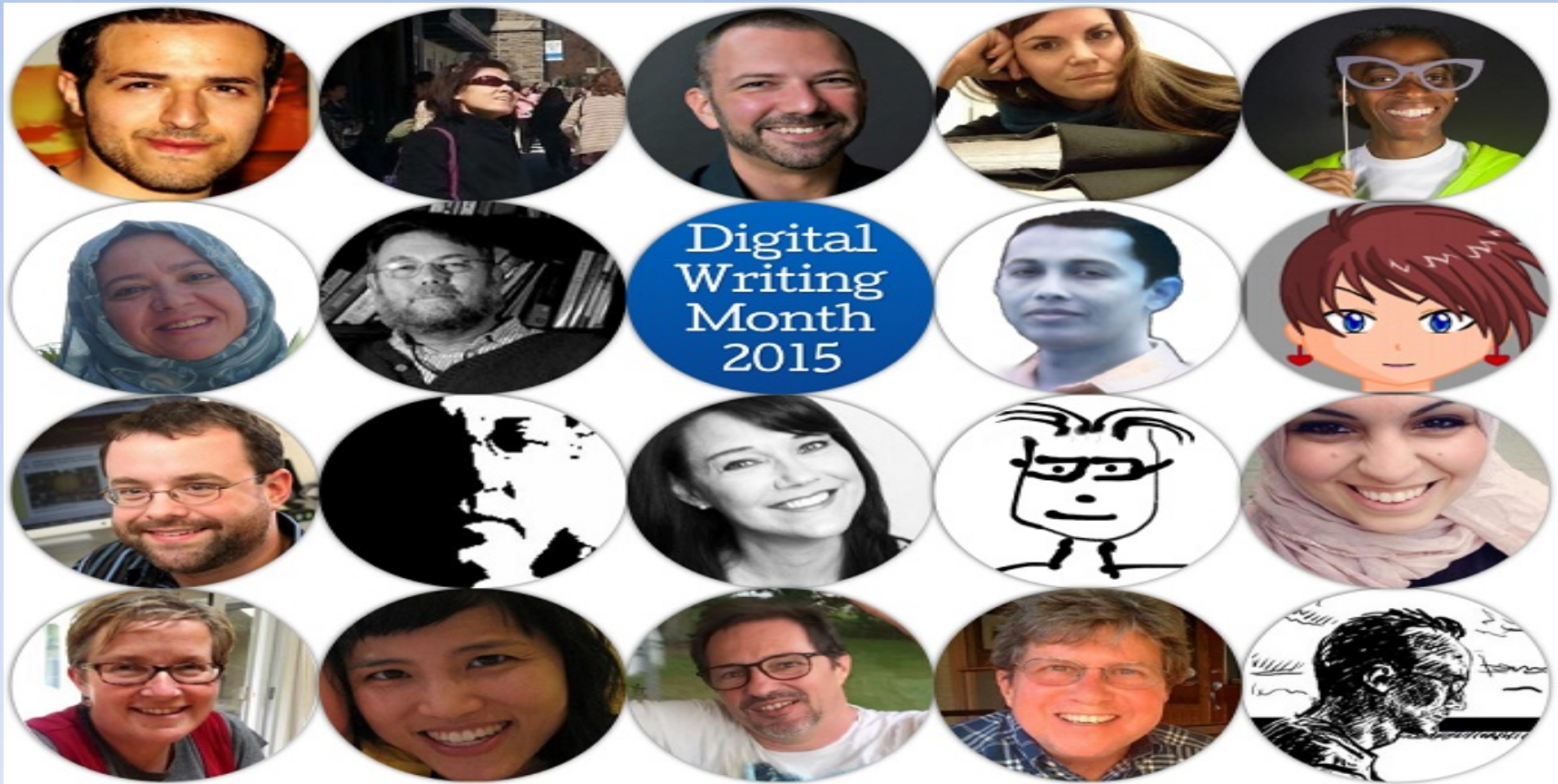




# Are All MOOCs the same ?



# Diversity and Digital Learning



## **Historically Black Colleges Offering Online/Blended Degree Programs**

	<b>2010</b>	<b>2012</b>	<b>2013</b>
<b>Public</b>	13	18	21
<b>Private</b>	6	6	6
<b>% of total HBCUs offering online programs</b>	18%	23%	25%

*Source: Digital Learning Lab at Howard University*

**The Center for Excellence in Distance Learning at Wiley College**

**New Canvas LMS Partnership Accelerates Our Vision for HBCUs in the 21st Century**

September 19, 2014 / [jcurtis](#)

**The First-ever HBCU-created MOOC: A Product of Our Collaboration**

September 16, 2014 / [jcurtis](#)



## Higher Education Consortia

<http://ire.udel.edu/hec/>

The Faculty Activity Trifecta (FACT) study will allow colleges and universities to appropriately analyze the discipline-level faculty activity in the areas of instruction, scholarship, and service.

For information about the FACT study or to express interest in participating in the FACT study advisory committee, please contact Jennifer Snyder at (302) 831-6894 or [jlsnyder@udel.edu](mailto:jlsnyder@udel.edu).