LAS Online: Reinventing the Academic Enterprise

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Our talk has three (3) parts.

1. What is “LAS Online”?
2. Rethinking basic college functions
3. Why “LAS Online” is important for the University of Illinois
What is “LAS Online?”

• It’s pure marketing genius!
Market names we missed for LAS Online:

- CourseFINITY
- U-vers-ity
- Illini supersweet courses
- Global Lincoln Hall
LAS Online is our college educational technology initiative.
What we hope to accomplish with LAS Online

Flexibility
- Scheduling
- Space

Access
- Residential
- Non-residential

Learning Environment
- Large enrollment
- Transfer articulation

Cost
- Right people for the right work
Access: Health Comm graduate program extends courses to non-residential students.
Flexibility: SOC 100 course redesign aims to improve student access.

**Flexibility**
- Reduced scheduled meetings
- More anytime/anywhere coursework

**Scalability**
- Reduced classroom space
- More computer-based activities
Where are we at with LAS Online?

Current Status

24 courses online
17 in development
Why not continue business as usual? Why LAS Online now?

**Higher Ed Growth**
- 17% growth online 2008
- 1.2% F2F 2008 (Seaman & Allen 2010)

**Our students seek online**
- 50% summer credit is transfer credit
- Parkland summer transfer credit up 21% 2007-09

**Transfer articulation**
- Not all courses taken elsewhere prepare students for success here
What are the challenges in integrating online education into traditional academic structures?
Challenges

- First time campus has supported online courses targeting residential students.

- Large course redesign across many depts (Anth, Soc, Psych, Poli Sci, Hist, Bio...)

Target residential students as well as non-UIUC students
Which courses should be online?

A. Courses That Should Be Online – By Characteristics

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes with 200 or more students</td>
<td>50</td>
<td>14.6%</td>
</tr>
<tr>
<td>Elective classes</td>
<td>46</td>
<td>13.4%</td>
</tr>
<tr>
<td>Gen Ed- not in their major</td>
<td>27</td>
<td>7.9%</td>
</tr>
<tr>
<td>Courses with a lot of reading</td>
<td>11</td>
<td>3.2%</td>
</tr>
<tr>
<td>Required LAS/ major courses</td>
<td>4</td>
<td>1.2%</td>
</tr>
<tr>
<td>Classes dependent on digital media</td>
<td>2</td>
<td>.6%</td>
</tr>
<tr>
<td>Upper-level classes</td>
<td>1</td>
<td>.3%</td>
</tr>
</tbody>
</table>

- Classes with 200 or more students
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- Gen Ed- not in their major
- Courses with a lot of reading
- Required LAS/ major courses
- Classes dependent on digital media
- Upper-level classes
What does a good online course look like?

- Diverse modes and media
  - Video
  - Simulations
  - Podcasts
  - Formative assessment (embedded quizzes)
  - SYNCHRONOUS component
  - Etc.
What does a **good** online course look like?

- Interactive
- Engaging
- Structure
  - Clear objectives
  - DEADLINES
  - Expectations
Rethink the course development process

Course

- Instructor
- Instructional Designer (ID)
- Subject Matter Expert (SME)
- Instructional Tech Specialist
- Media Specialist
Teaching Teachers How to Teach Online
Testing

- Proctored remote sites
  - OCE handles
- Online exams
  - Space
  - Cheating
How to ensure quality of courses & learning outcomes

- Online surveys
  - Mid-semester, end of semester
- Student focus groups

- How to ensure that students are learning what is being taught
  - Learning outcomes assessment pilot
Rethink our IT infrastructure

Toolset
- What tools are needed?
- How to integrate?

Support
- For non-residential folks
- Beyond technical support?

Scale
- Learning systems
- Administrative systems

Partners
- Usual partners like CITES
- New partners like OCE, ION

f2f = online (as much as possible)
Unlimited possibilities

- Sharing courses with community colleges
  - Guaranteed articulation
  - Filling course gaps

- Can there be ONE PSYC100, SOC100, BIO100... across the state, CIC, other?