eLearning in the Days of Budget Cuts

eLearning Forum Asia 2010, Hualien, Taiwan

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California State Polytechnic University, Pomona

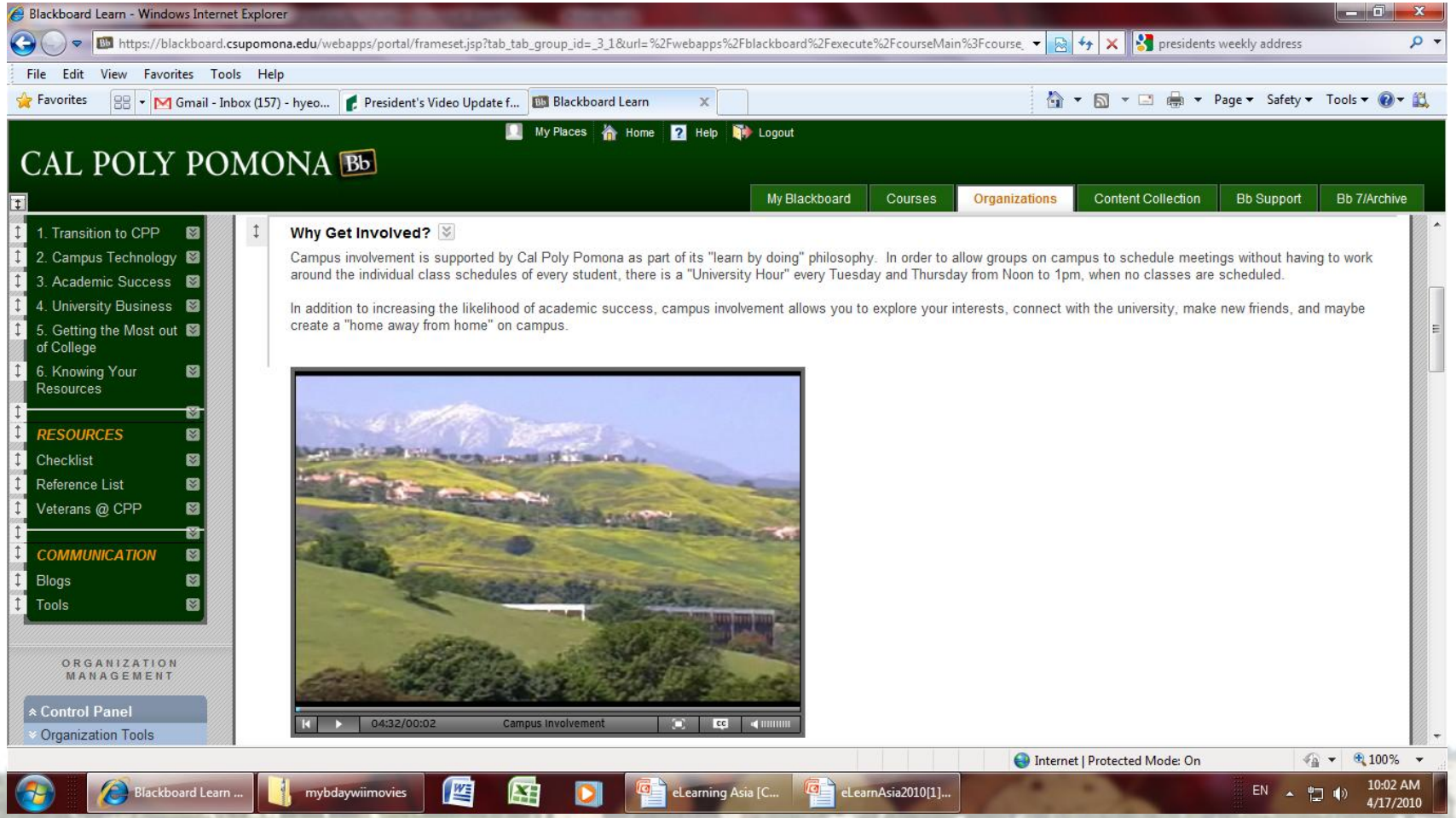
California State Polytechnic Univ., Pomona (Cal Poly Pomona)

- One of 23 Campuses of the CSU System
- Located in the Suburb of Los Angeles
- 22,273 Total Students
- 1,100 Faculty
- State-supported

“Learn by Doing” Philosophy Applied in All Teaching at Cal Poly Pomona

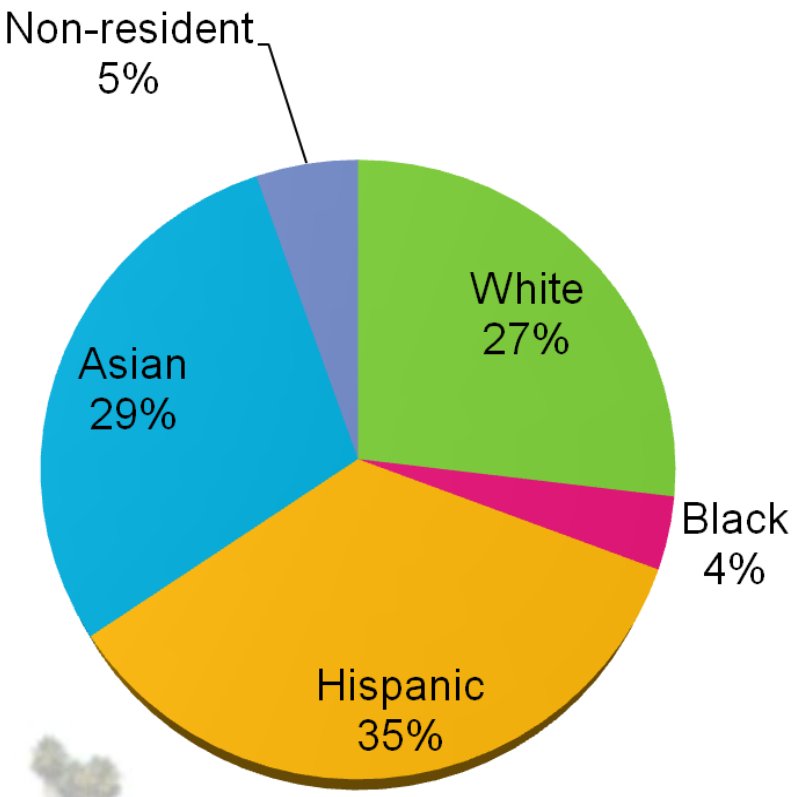
- Top 10 Programs at CPP
  - Civil Engineering
  - Mechanical Engineering
  - Electrical & Computer Engineering
  - International Business & Marketing
  - Management & Human Resources
  - Hotel & Restaurant Management
  - Psychology & Sociology
  - Animal & Veterinary Studies
  - Accounting
  - Architecture

Just 30 Minutes from Downtown LA

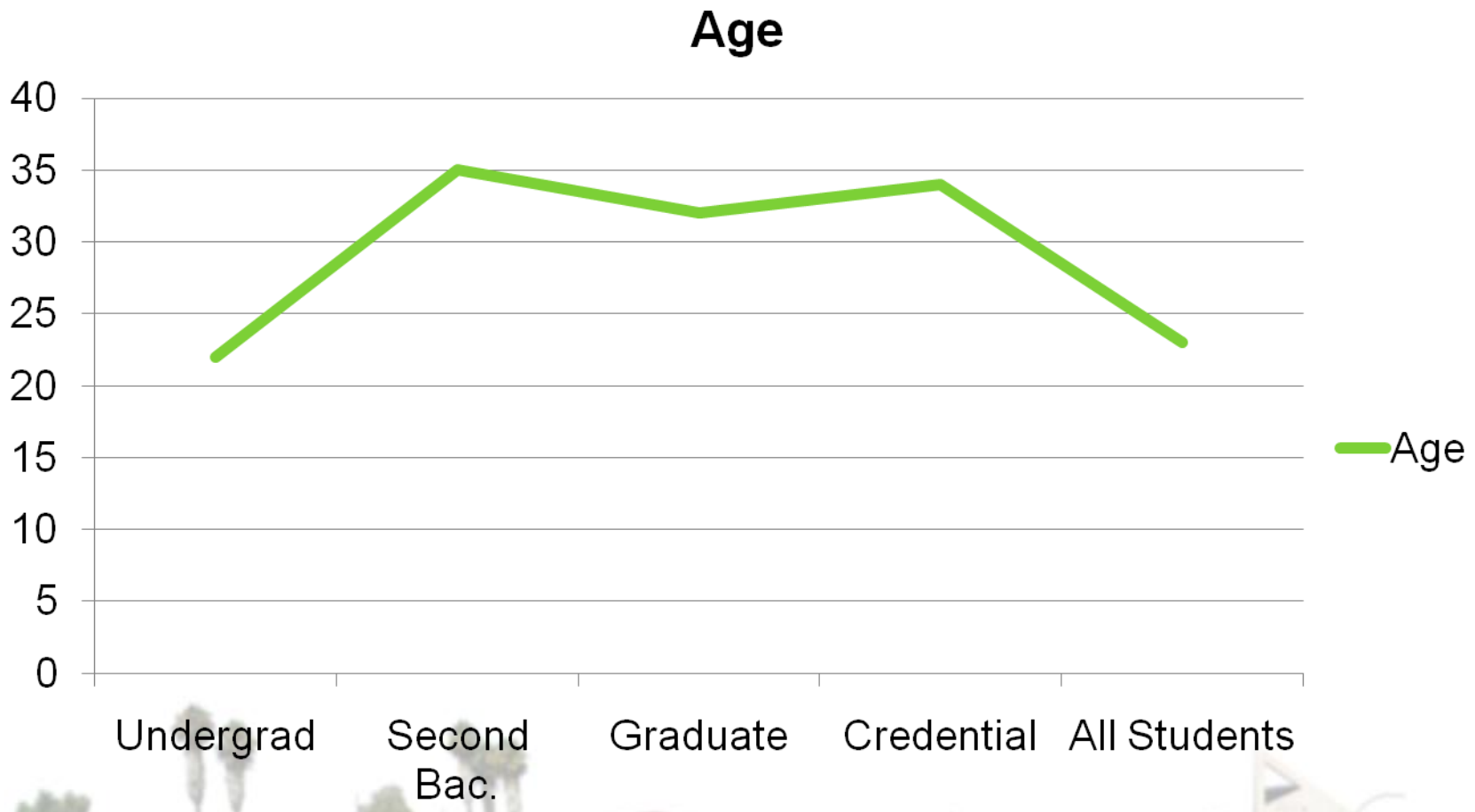


Student Population by Ethnicity

Over 50% ESL Student Population



Average Age of Students



U.S. Study of Undergraduate Students' Use of Technology -- ECAR Study 2009

The ECAR Study 2009 Results

(Educause Center for Applied Research)

- 88.3% own a laptop, 44% own a desktop computer
- 95.8% (18-24yr olds) use Social Networking Sites
  - Only 27.8 % use them for academic purposes
- 83.5% download music/videos
- 41% use Wikis, 35% Podcasts as contributors

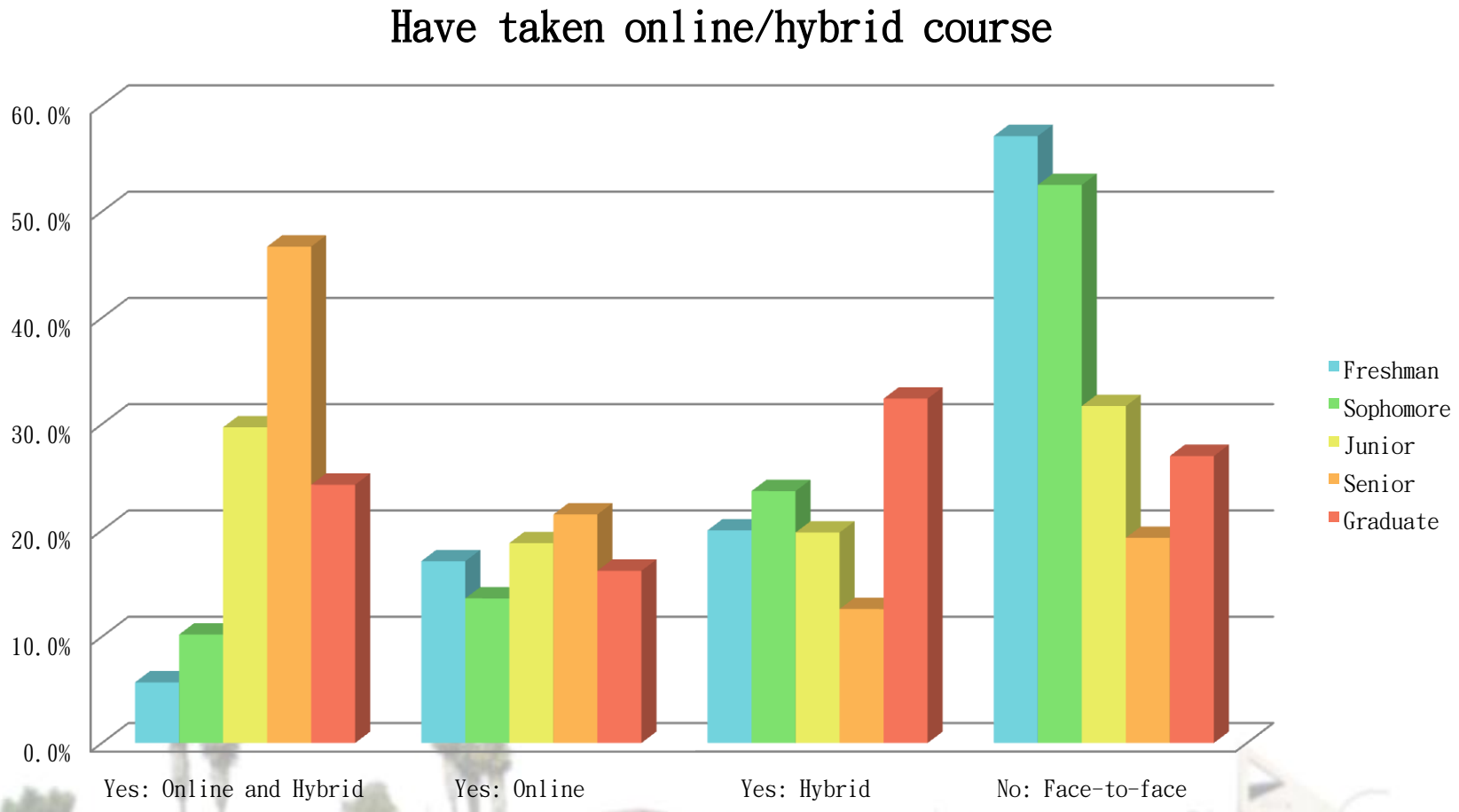
  -- Only 5.8% use Podcasts in courses or for academic purposes
- 37.7% use their computers for phone calls (VoIP)
- 88.9% have taken a course that uses LMS

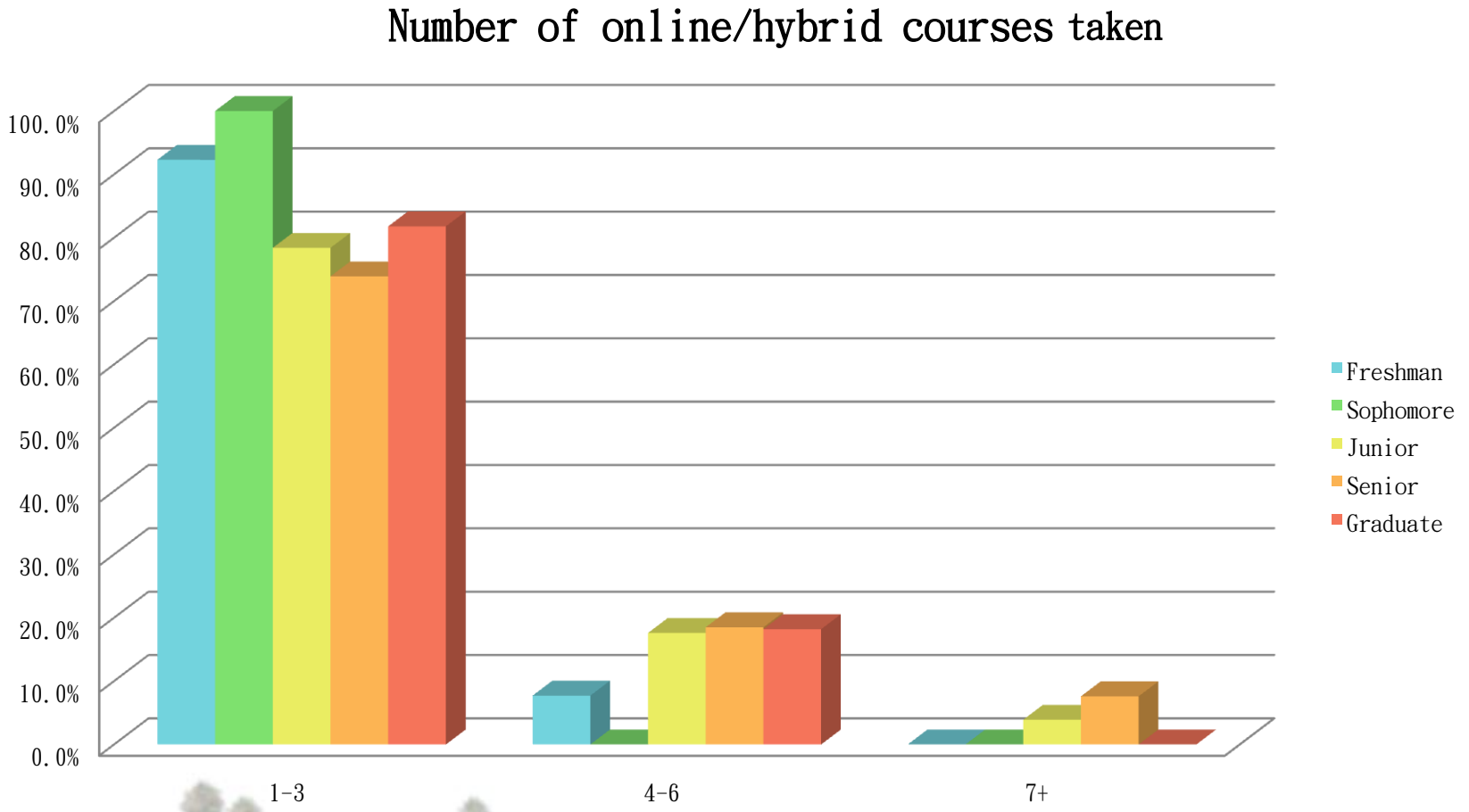
2009 ECAR Study - Conclusions

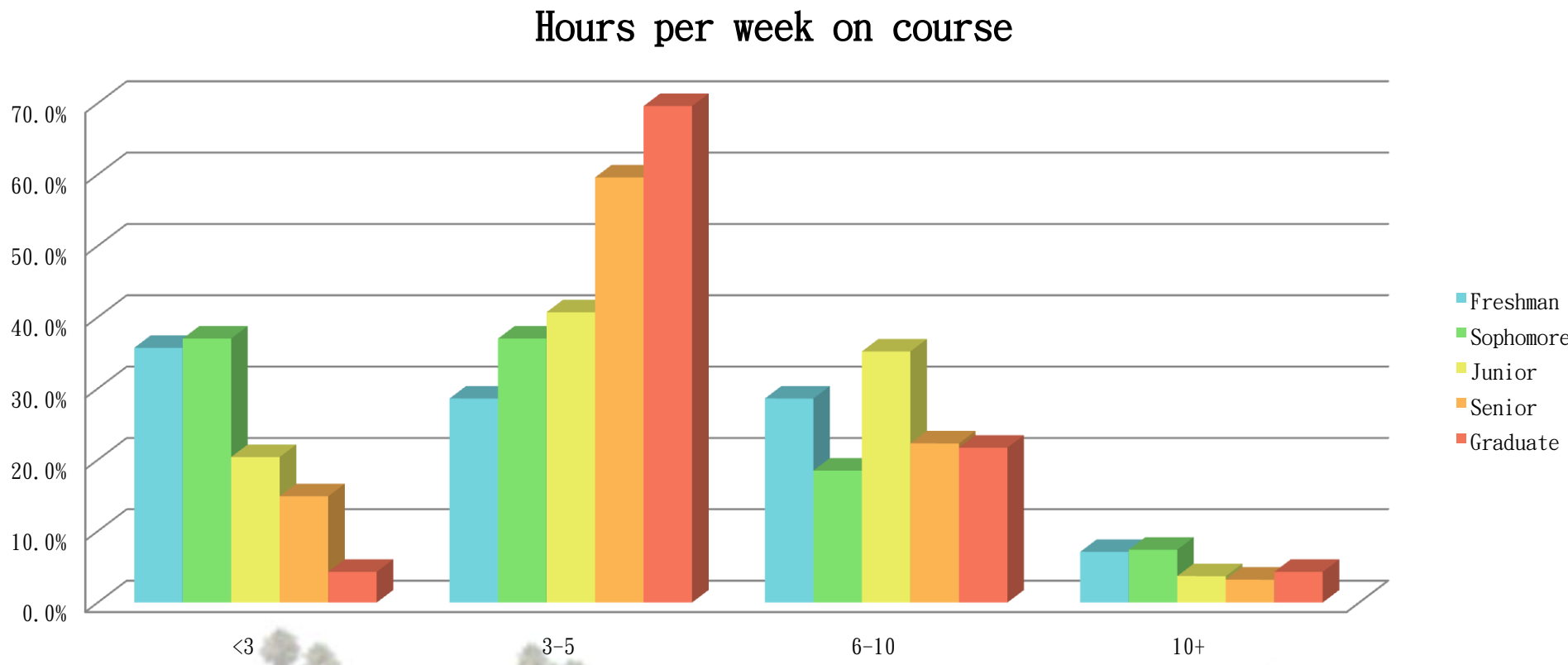
- Students prefer “real books and real people” and say “shiny new tech is no substitute to well-trained, passionate instructors”
- *Some professors are obsessed by IT; some don’t use it at all.*
- *There needs to be a balance between human interaction and IT-based learning.*

What Do Our (CPP) Students Think of eLearning?

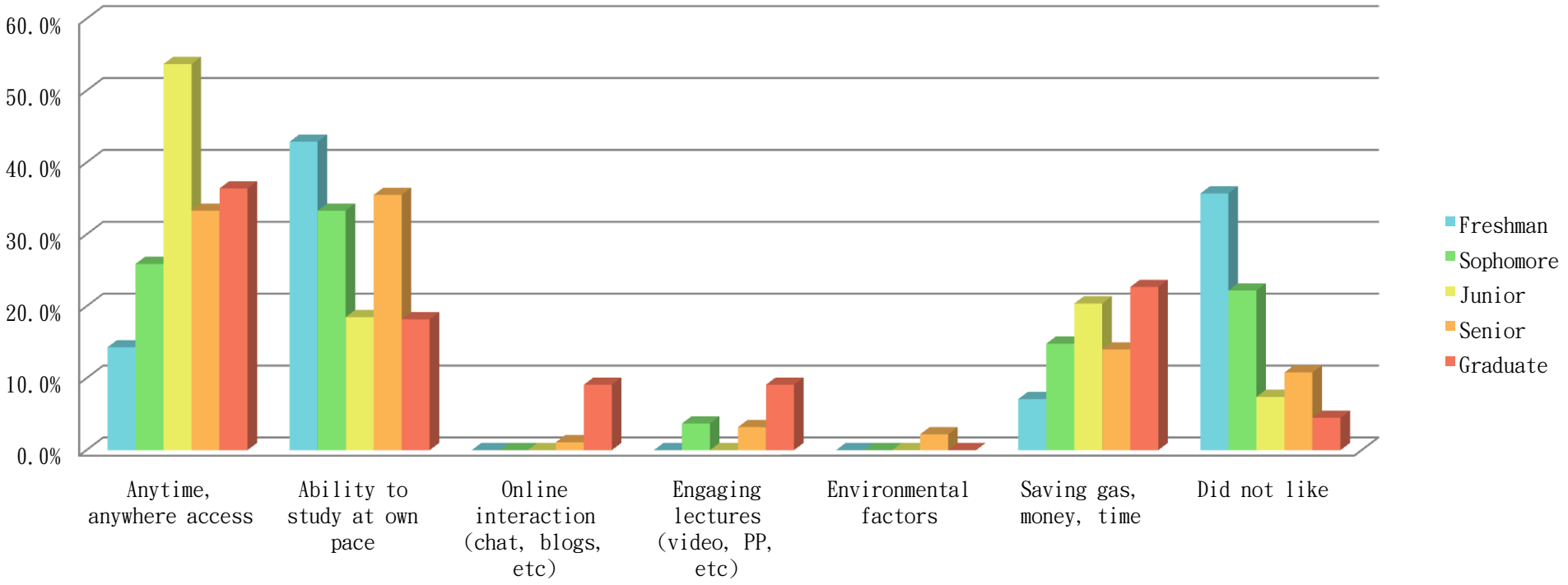
Student Survey on eLearning




Number of online/hybrid courses taken
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
1-3
4-6
7+
Freshman
Sophomore
Junior
Senior
Graduate


Hours per week on course
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
<3
3-5
6-10
10+
Freshman
Sophomore
Junior
Senior
Graduate

What did you like most about your online/hybrid course



Would You Recommend Online/Hybrid Learning to Other Students?

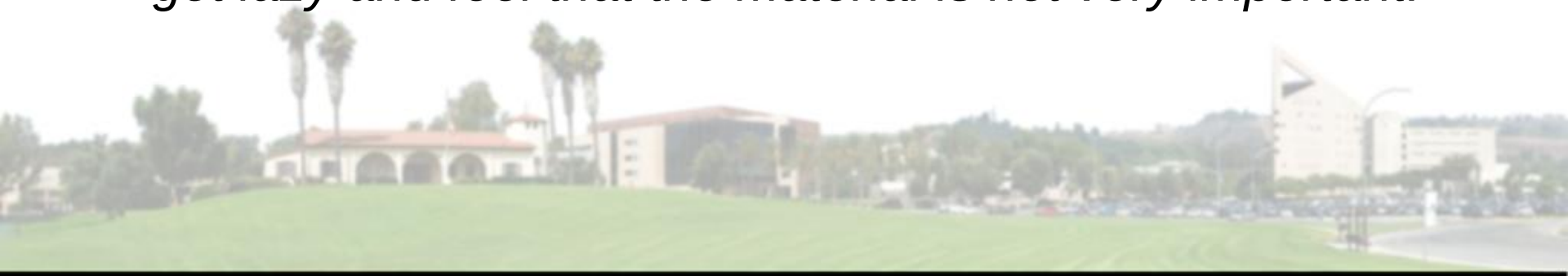
	Freshmen	Sophomore	Junior	Senior	Graduate
Yes	57.1	55.6	87.3	73.4	87.0
No	42.9	44.4	12.7	26.6	13.0

Positive Student Comments

- *I really like hybrid courses. It gives me time to work on assignments … and you can turn them in electronically. More convenient for my schedule, too. I'll be taking an online course next quarter.*
- *This is helpful because I work 10 hours a day and the flexibility of not having to be in class physically every week is great and puts less pressure to try to get time off of work.*
- *So far, every online class has been an enjoyable experience. One instructor has even used instant messenger programs like AIM and VOIP like Skype to do counseling. Overall, they are well organized here at CPP.*

Not So Good Comments

- *While hybrid courses are great, I have found out that they also require a greater degree of responsibility as well as initiative on the part of the student.*
- *My online prof was horrible. -> Quality Assurance*
- *Hybrid makes it very, very difficult to stay focused. Hybrid was not for me. -> Student Self-discipline*
- *Students taking those classes would have to be motivated to actually do their work, because they may get lazy and feel that the material is not very important.*

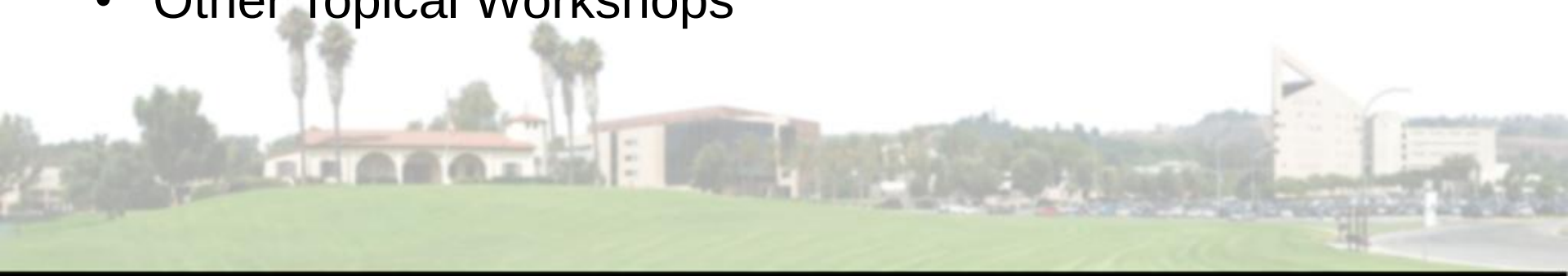


Facing New Challenges in Higher Education

- Beyond the “Bricks and Mortar” Style Lectures
- Older students (25 – 35 years old) with jobs and families to Support
- More educationally effective contents need to be developed for maximum results
- Active assessment of student outcomes and comparison research for success needed for institutional accreditation (WASC)
- Universities want Higher Return on Investment (ROI)

Faculty Training on Online Teaching at CPP

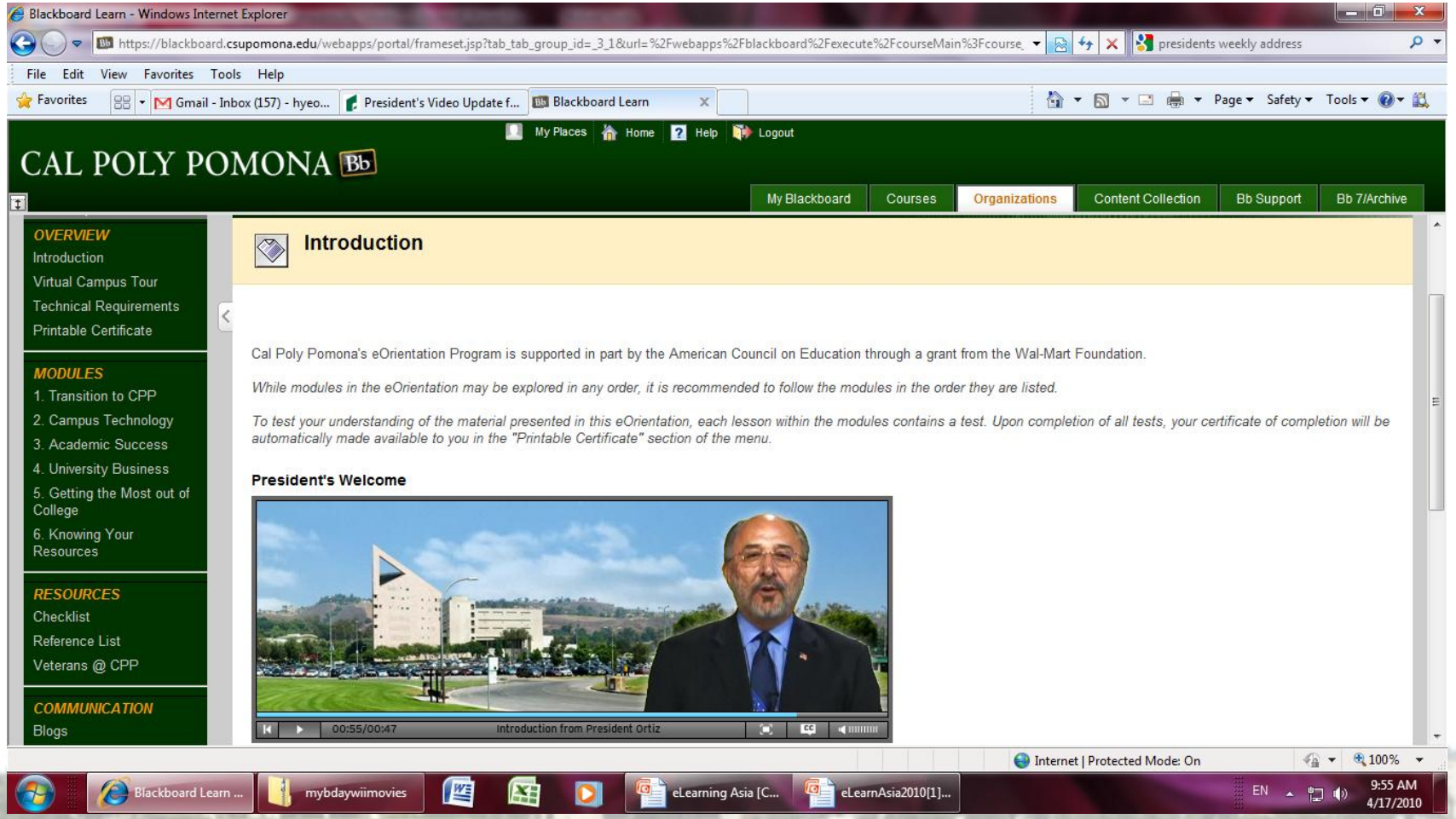
- Monthly Workshop (4 hours long)
- Quarterly Workshop (1 day long)
- Summer Institute (Week long)
- Winter Institute (Week long)
- Beyond the Basics Advanced Training by Topic (Lunch time Brownbag)
- Other Topical Workshops



eLearning Dept.

- Division of Instructional & Information Technology
- Staff: 14 full-time + student assistants
  - MediaVision: Video/Media production and streaming, Distance Ed., Web conferencing classrooms
  - Studio6: Instructional Design Team and open media production lab for faculty & students

Univ. Media Production Support



Technology Support for Learning at CPP

- LMS - Blackboard 9.0
- Video Production and Media Streaming
- Video-conferencing - Studio-based
- Web-conferencing
  - Wimba Express & Elluminate (Pilot)
- Lecture Capture
  - Studio-based with staff support
  - **Echo360** self-serviced

Blackboard for LMS

- Just upgraded to Bb ver. 9.0
- 14,785,670 Hits in Winter 2010 Quarter (10 weeks)
- 19,793 Students
- 638 Faculty Use
- 345 Staff

Summer/Winter Institute

- Week-long intensive training of faculty
- To develop online or hybrid courses
- From pedagogy to multi-media production support
- Stipends for attending the training **and** developing a course
- 95% course redesign completion rate

Pedagogy in Online Teaching

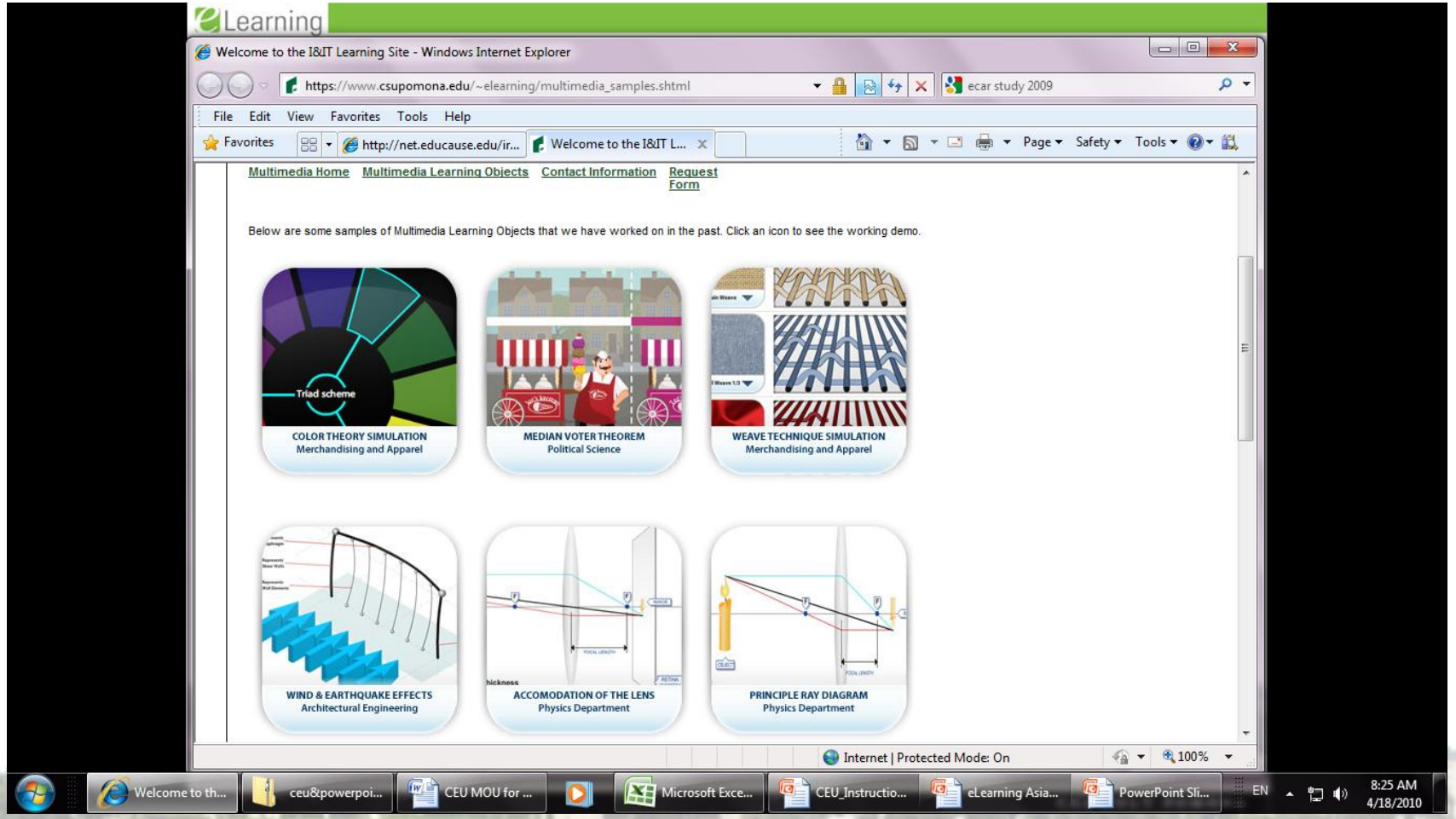
Three instructional design components;

1. Goals and Objectives (identify the learning outcomes)
2. Scope and Sequence (guide and develop the instructional content)
3. Assessments and Evaluation (establish how instructional effectiveness will be evaluated)

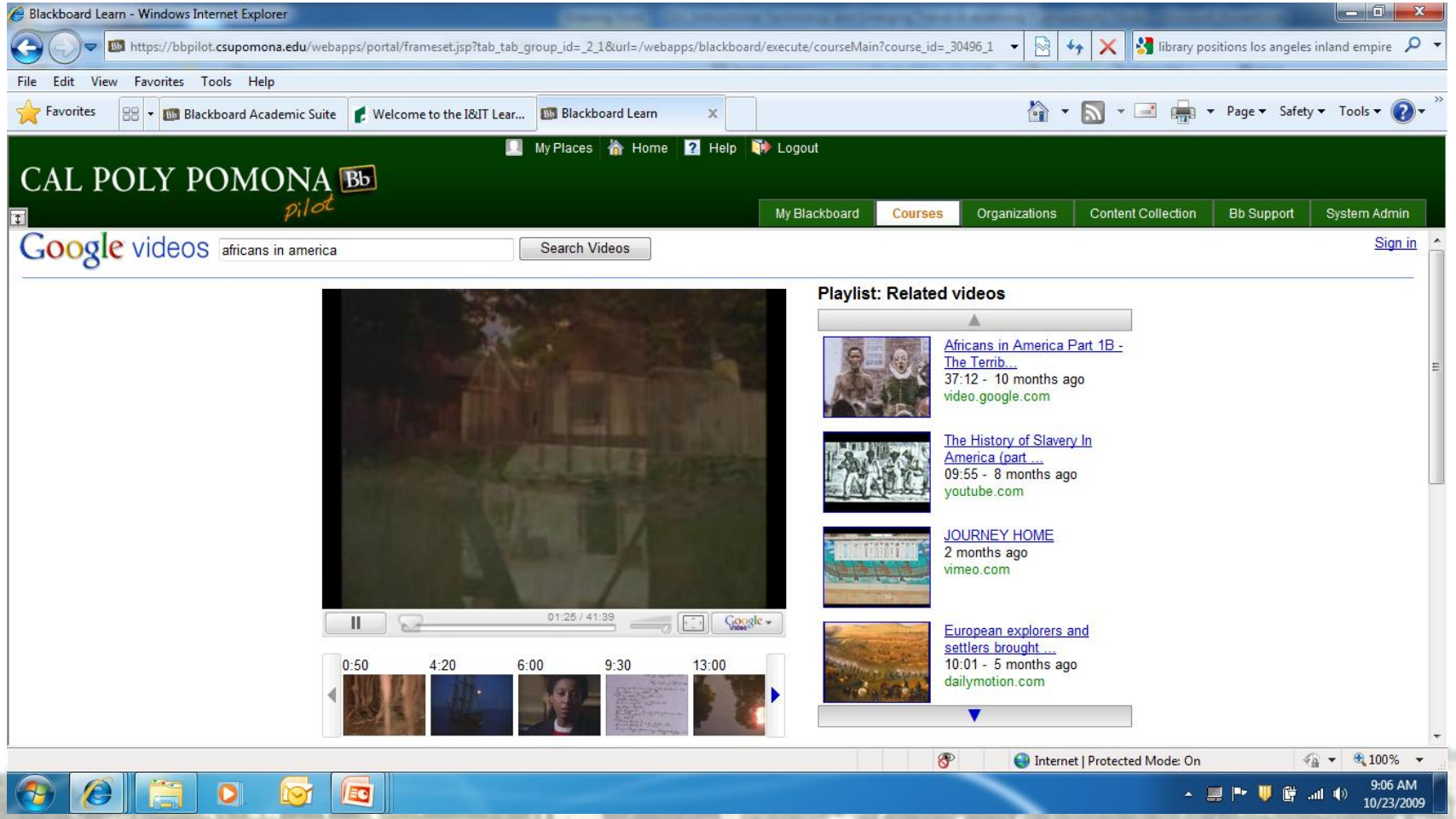
Online Course Quality Assurance

- Course Evaluation Rubric designed to insure the following criteria are met:
  - Sound instructional design
  - Timely interaction & feedback
  - Creative use of instructional media
  - Effective course management
  - Aggressive student outcomes assessment

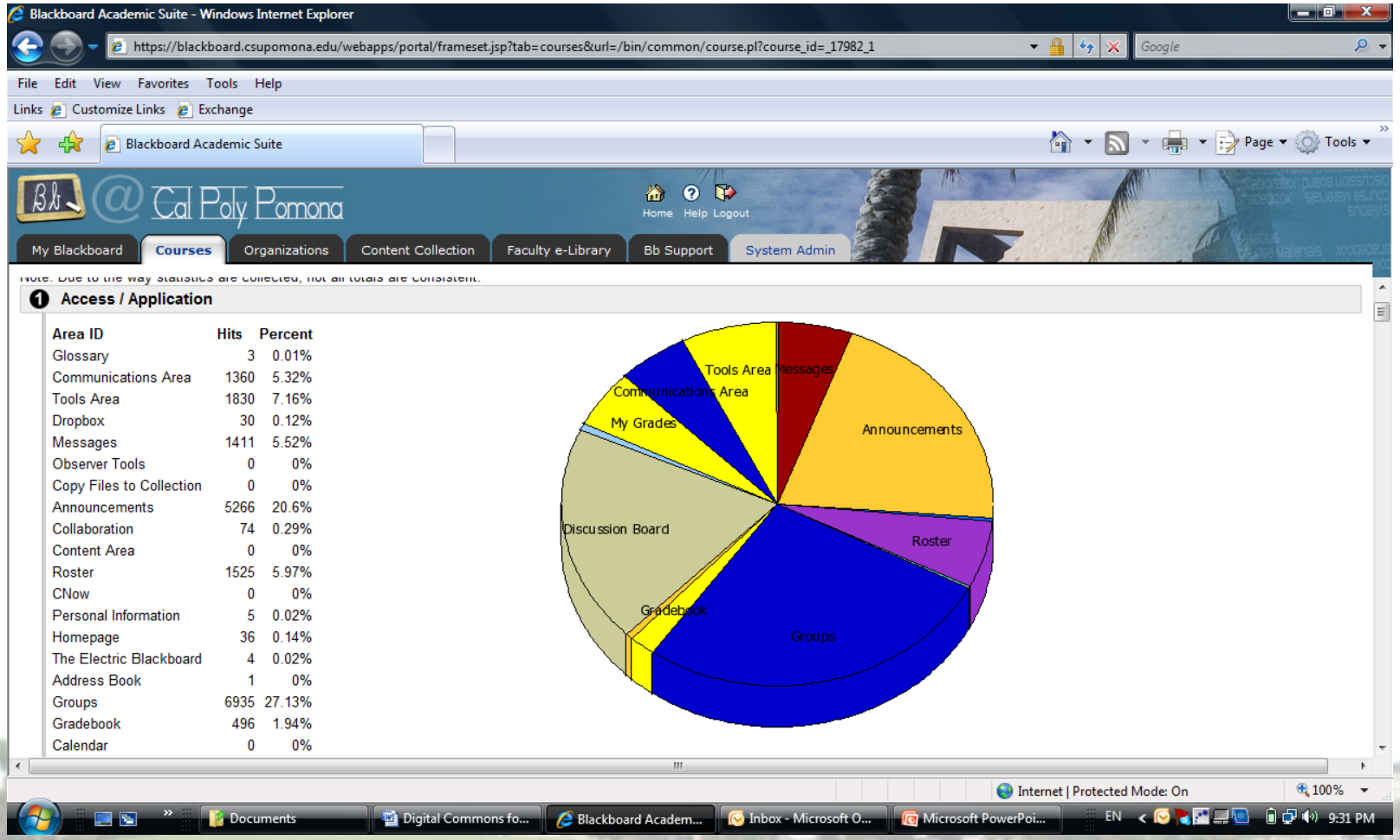
Production Support for Digital Learning Objects to teach difficult concepts



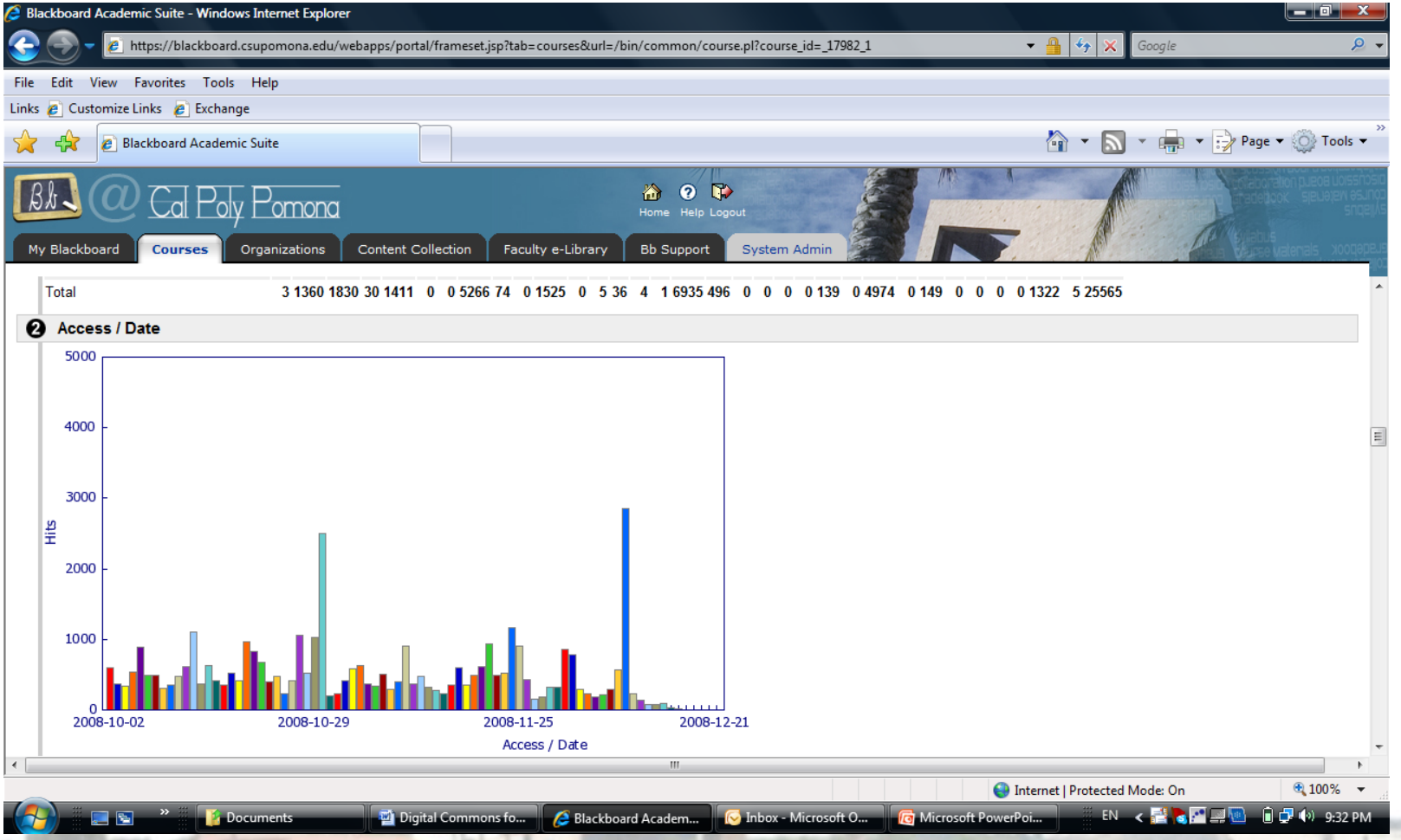
Use of Video on YouTube & Other Social Networking Sites by Faculty



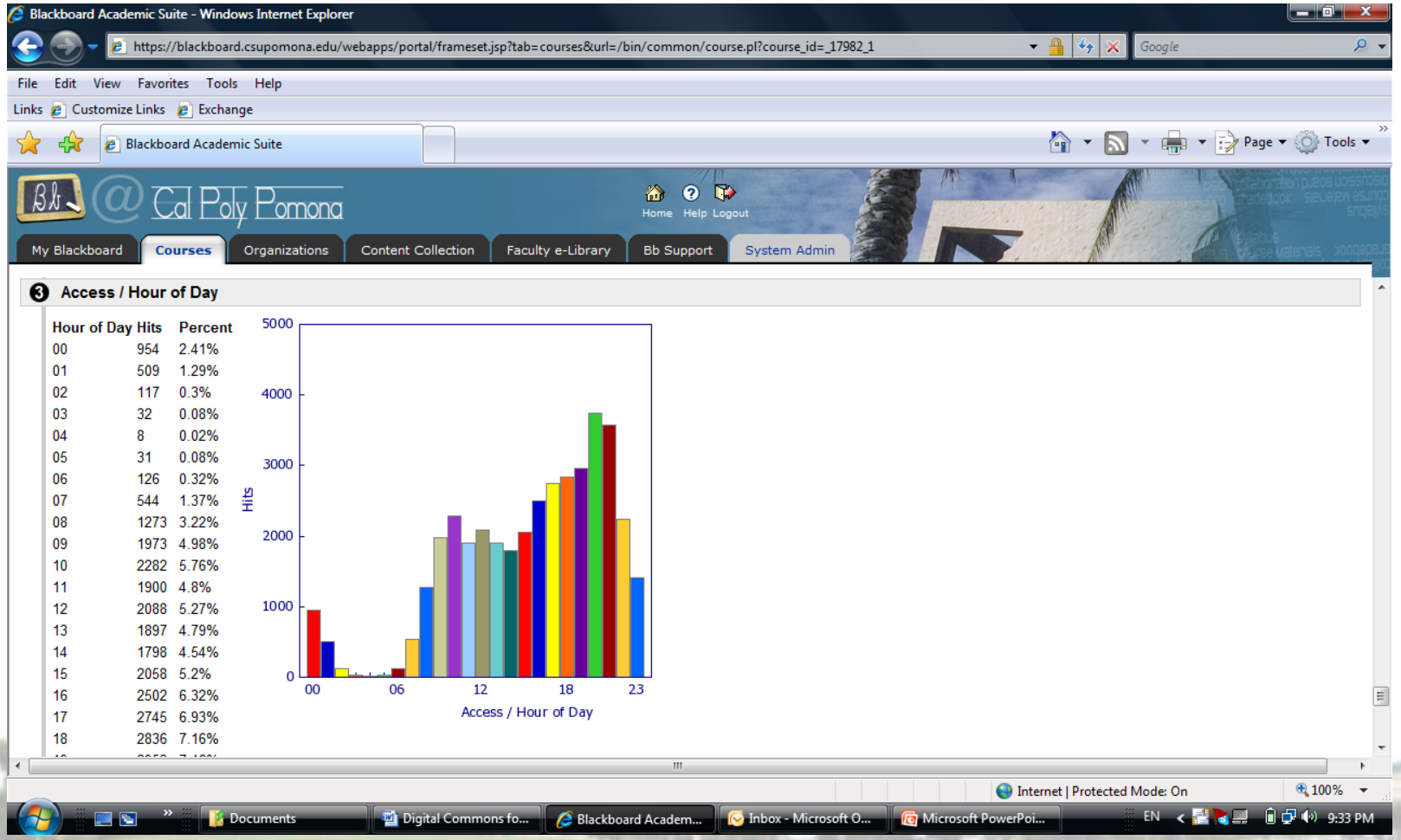
Use Course Statistics for Tracking & Assessment



Course Access by Students

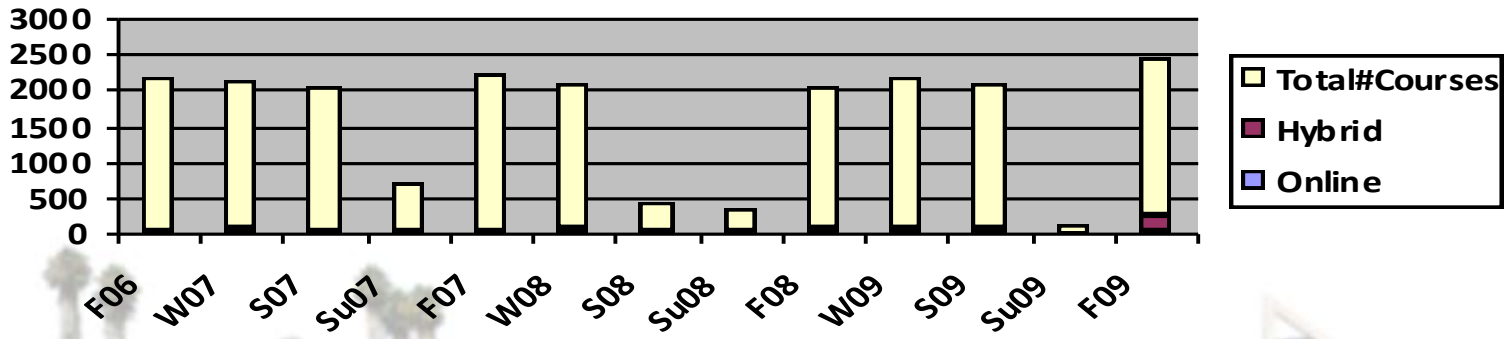


Course Access by Hour of Day

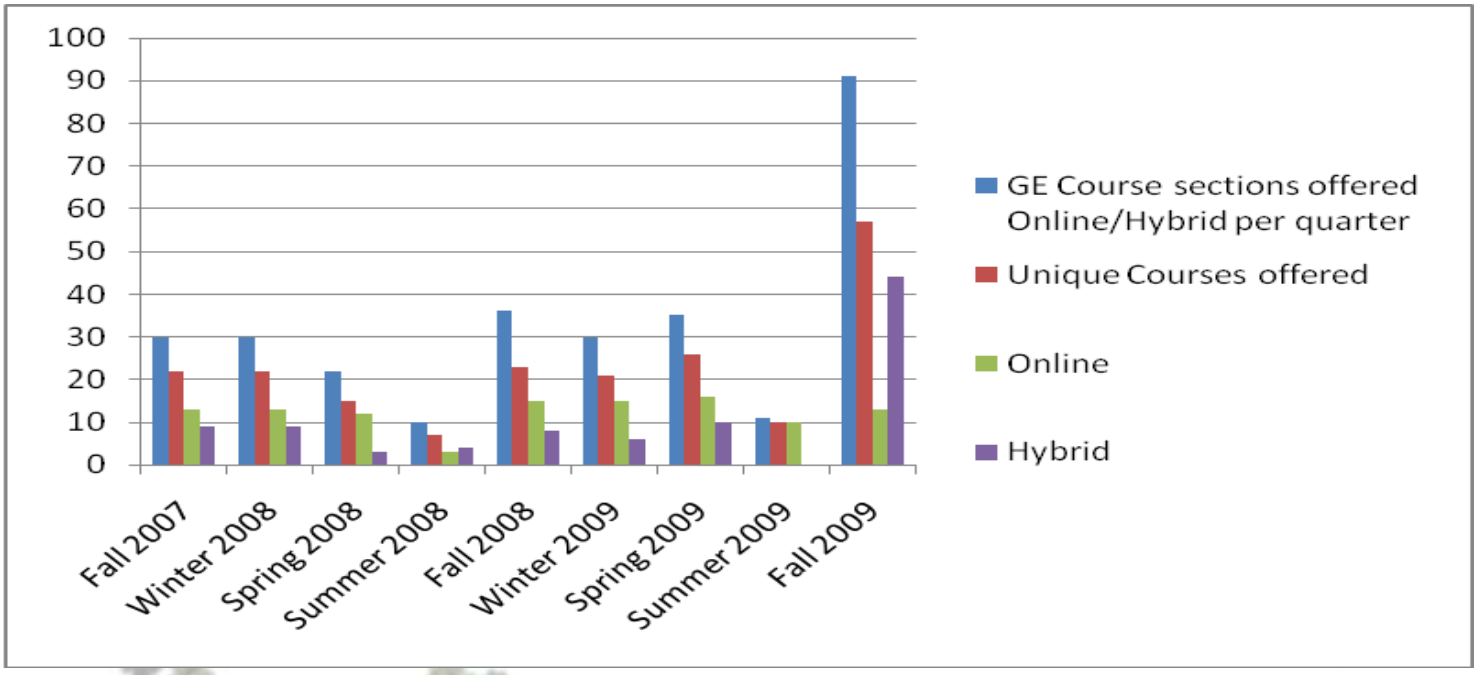


General Increase in Online/Hybrid Courses

Fall 2007 - 67 of the 2190 courses sections offered at CPP were online or hybrid (3.06%)
Fall 2008 - 81 of the 1999 courses sections offered at CPP were online or hybrid (4.05%)
Fall 2009 - 291 of the 2174 course sections offered at CPP were online or hybrid (13.39%)
→ Over 300% increase



Increase in General Ed Courses Offered in Online or Hybrid Mode, but Still not Enough



More Reasons to Teach Online

Anytime Anywhere Accessibility - as long as users are connected to the internet

- Faculty or students sick at Home
- Campus closures due to an epidemic, earthquake, hurricane, and other natural disasters
- Faculty attendance to conferences or other professional development
- Efficient use of classrooms on campus - Sharing

University Strategy - Business Continuity Planning (BCP)

- **Business/Education Continuity Planning**
  - H1N1 Outbreak Preparedness
    - CDC Guidelines & Pandemic Influenza Planning Checklist
  - Furlough Days Due to Budget Cuts
    - 10% reduction in teaching with 10% salary cut for faculty contact hours with students
    - Every Other Fridays on Furlough with 10% Salary Cut for Staff

Budget Cut Leads Univ. to:

- Find less labor-intensive methods of lecture capturing
- Do-it-yourself technology tools rather than high-end studio production for faculty use
- Asynchronous lectures for student viewing and reviewing

Echo360 as One of the Solutions at CPP

So, the Bottom Line is:

We need to get *lean and mean* in what we do;

and achieve *more with less!*

Wall of COOL - Windows Internet Explorer
https://www.csupomona.edu/~elearning/cool/
File Edit View Favorites Tools Help
Favorites
FTP root at beenet.no-ip.org
Wall of COOL
Page Safety Tools
2009
Celebrating Outstanding Online Learning
History of Civilization: The Ancient Period: Dr. Anne Wohlcke COOL
Research Skills for College Success: Christy Stevens
Systems: Dr. Larisa Preiser COOL
Geography of California: Dr.
Wall of COOL
DROP SELECTION HERE
eLearning
Hospitality Marketing Management: Dr. Jian Zhang COOL
Introduction to Comparative Politics: Dr. James J. Kim COOL
FULLSCREEN OFF
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Thank you very much!

Contact me if any questions:

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