

OLC @ 25: HOW OLC MOVED THE FIELD FORWARD AND WHAT'S NEXT

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PRESENTATION DETAILS

1. Sloan (OLC) series of online learning reports
2. Sloan Semester
3. Reports investigating the growing role of free and open educational resources
4. Next steps, Conclusions & Q&A

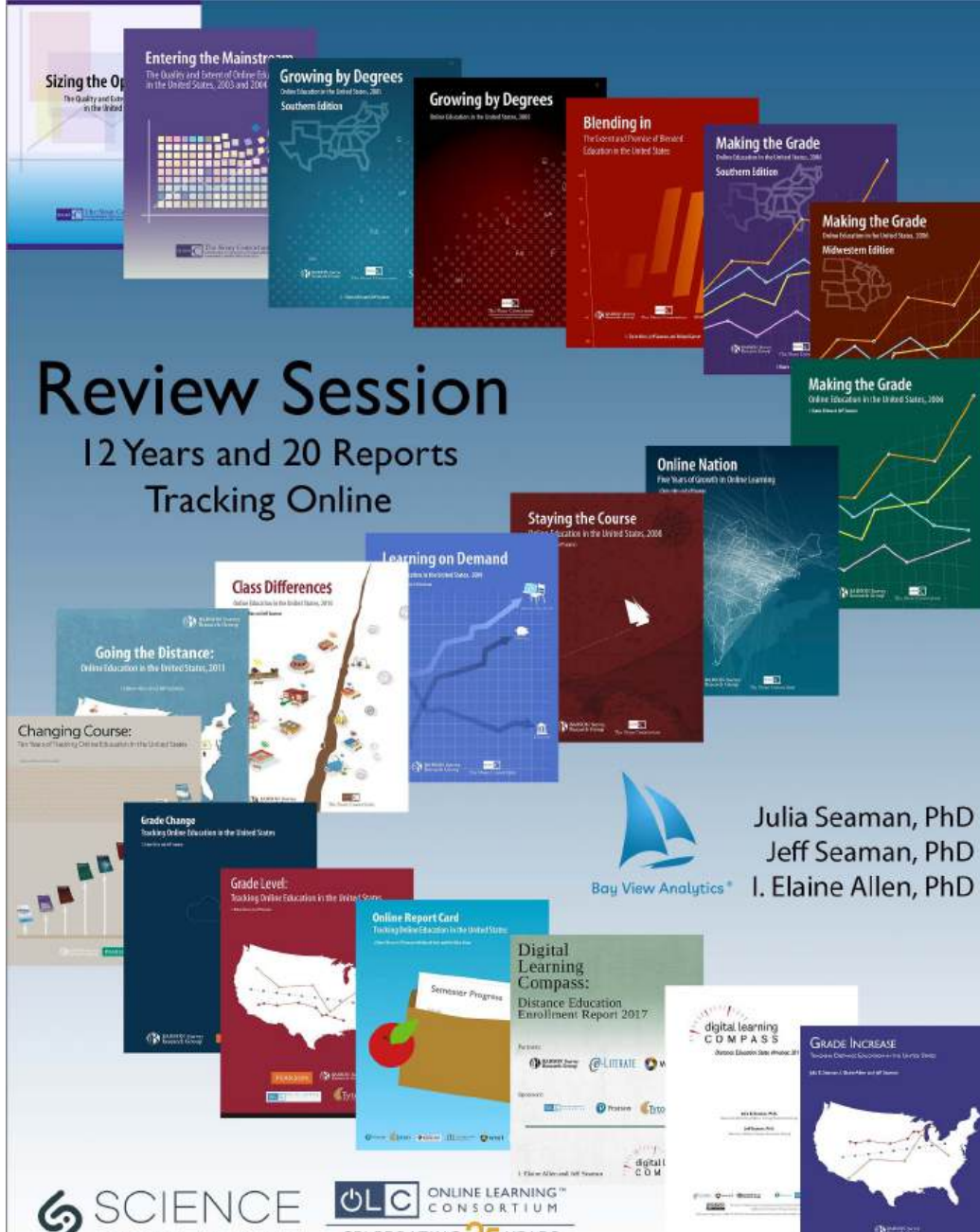


I've been around for a while!



SLOAN ONLINE LEARNING REPORTS





Review Session

12 Years and 20 Reports
Tracking Online



Julia Seaman, PhD
Jeff Seaman, PhD
I. Elaine Allen, PhD



Review Session: 12 Years and 20 Reports Tracking Online Learning



ONLINE LEARNING™
CONSORTIUM

CELEBRATING **25** YEARS



SCIENCE
INTERACTIVE

bayviewanalytics.com/reports/reviewsession.pdf



PIONEERING THE FIELD

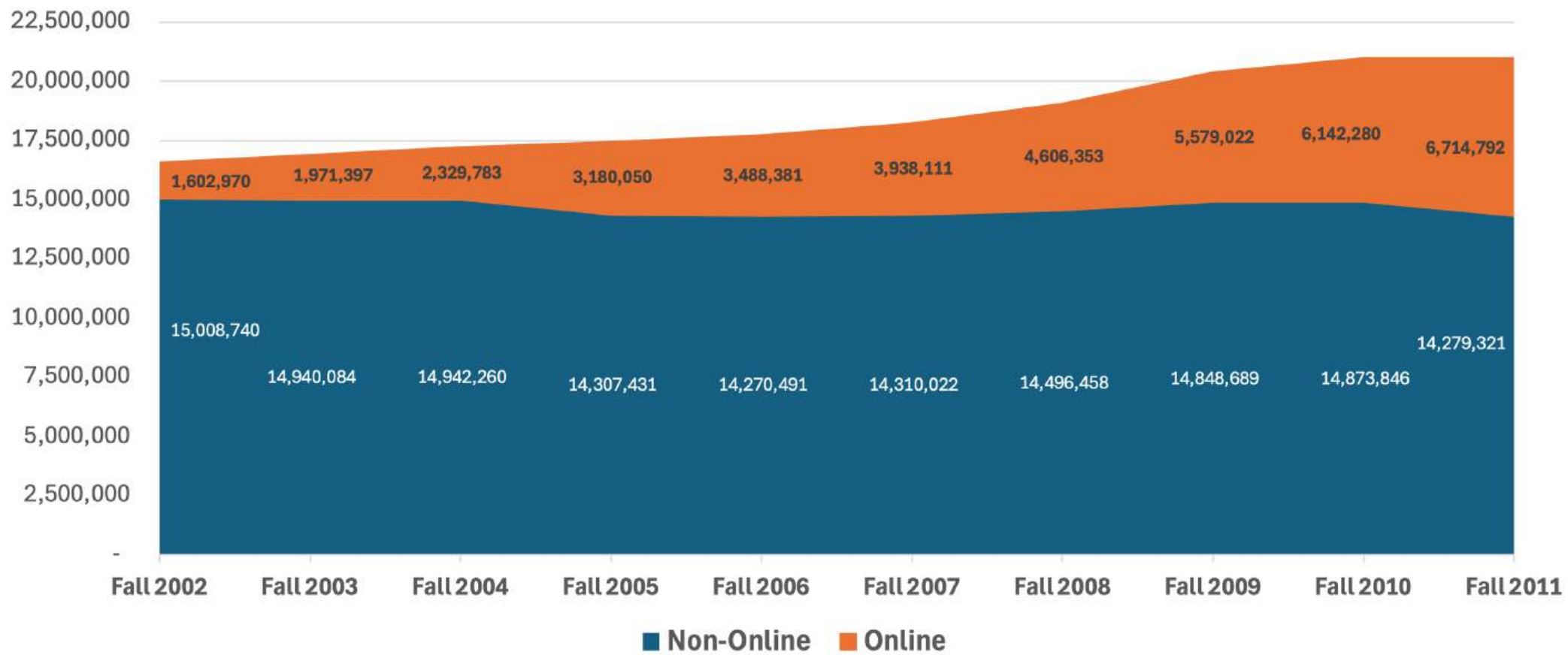
- Only tracking on **online enrollments**
- Only tracking of **institutional online offerings**
- Only tracking of **CAO opinions, hopes, and fears**
- **Lasting impact!**

- **Congratulations** on the anniversary!



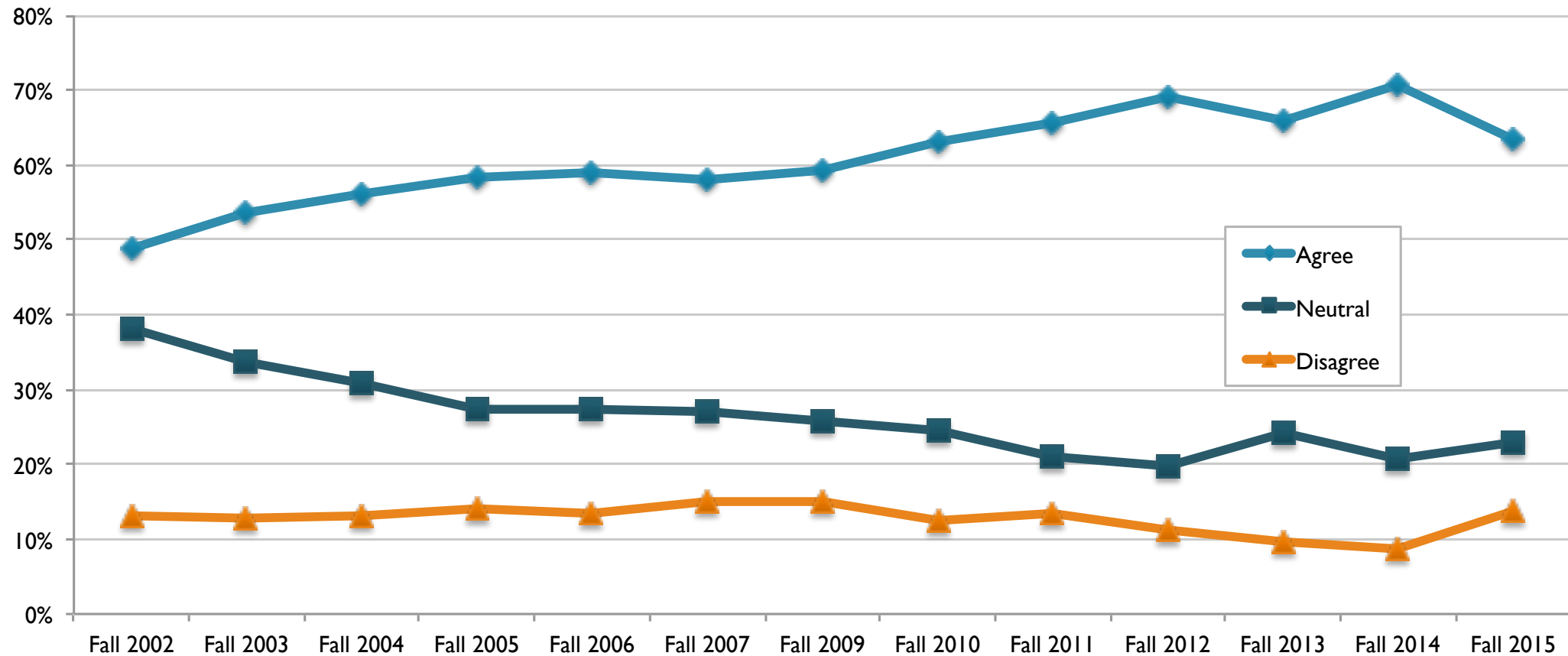
ENROLLMENT TRENDS

Online and Overall Enrollment 2002 to 2011



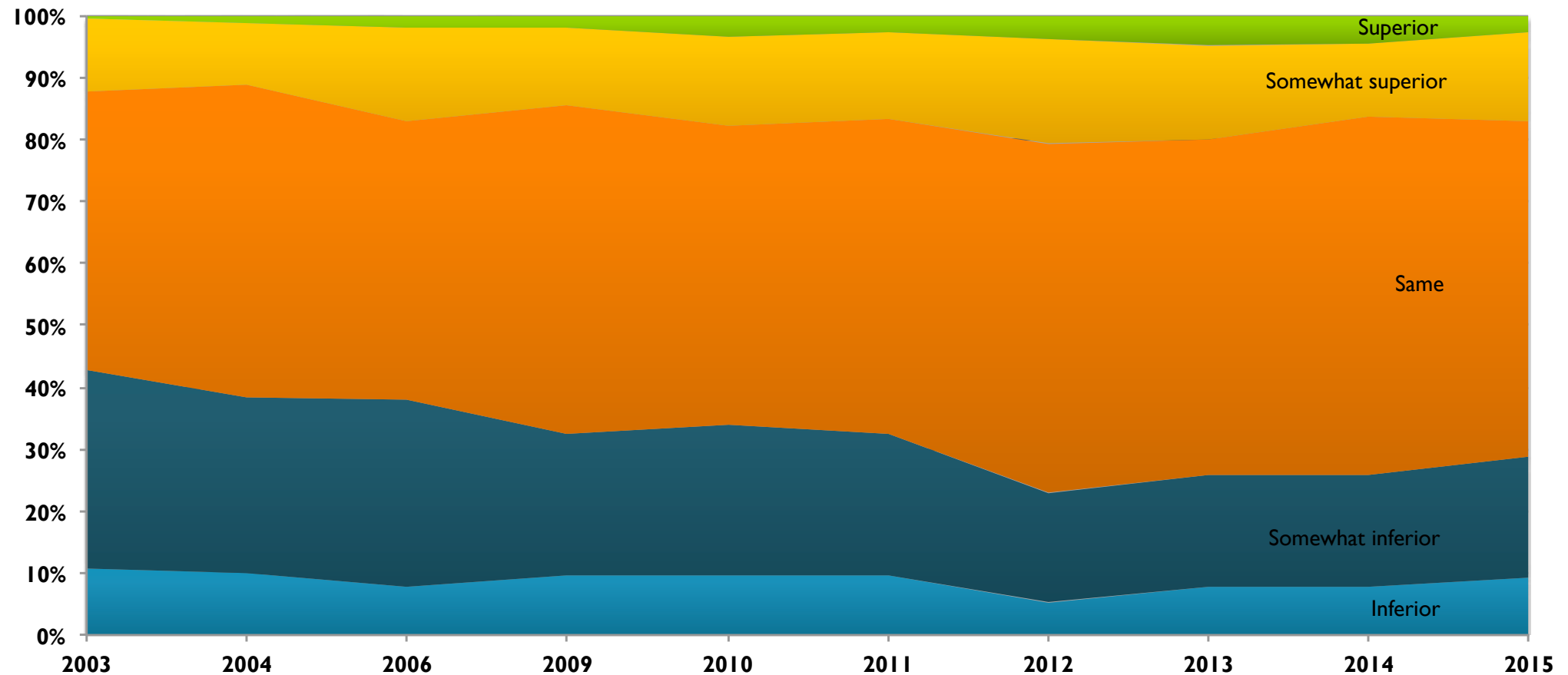
ONLINE AS PART OF LONG-TERM STRATEGY

ONLINE EDUCATION IS CRITICAL TO THE LONG-TERM STRATEGY OF MY INSTITUTION – 2002 TO 2015



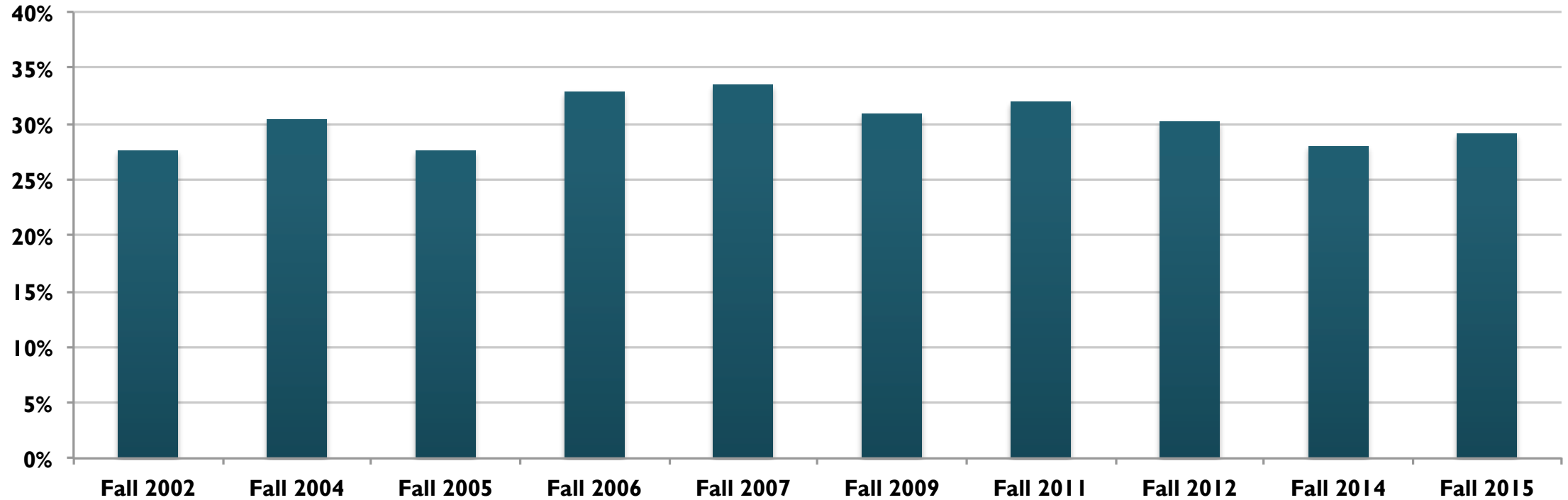
ONLINE QUALITY

LEARNING OUTCOMES IN ONLINE EDUCATION COMPARED TO FACE-TO-FACE: 2003 - 2015



TROUBLE IN PARADISE?

FACULTY AT MY SCHOOL ACCEPT THE VALUE AND LEGITIMACY OF ONLINE EDUCATION – 2002 TO 2015



REPORT IMPACT: ACADEMIC CITATIONS

- Cited in academic publications more than 23,700 times.
 - An average of four additional citations each day.
- Multitude of institutions included findings in their institution's strategic plan.
- Hundred of dissertations.
- Most cited *“Changing course: Ten years of tracking online education in the United States,”* over 3,500 citations.
- 12 of the 20 publications have over 1,000 academic citations.



REPORT IMPACT: DISTRIBUTION

- More than 2.7 Million copies downloaded.
- Mirrored on multiple sites.
 - eric.ed.gov, multiple other academic publications sites
- Still 10,000 downloads every month.
- Report downloaded every 4 minutes.
- Translated in Spanish, Chinese, and Thai.



REPORT IMPACT: GENERAL PUBLIC

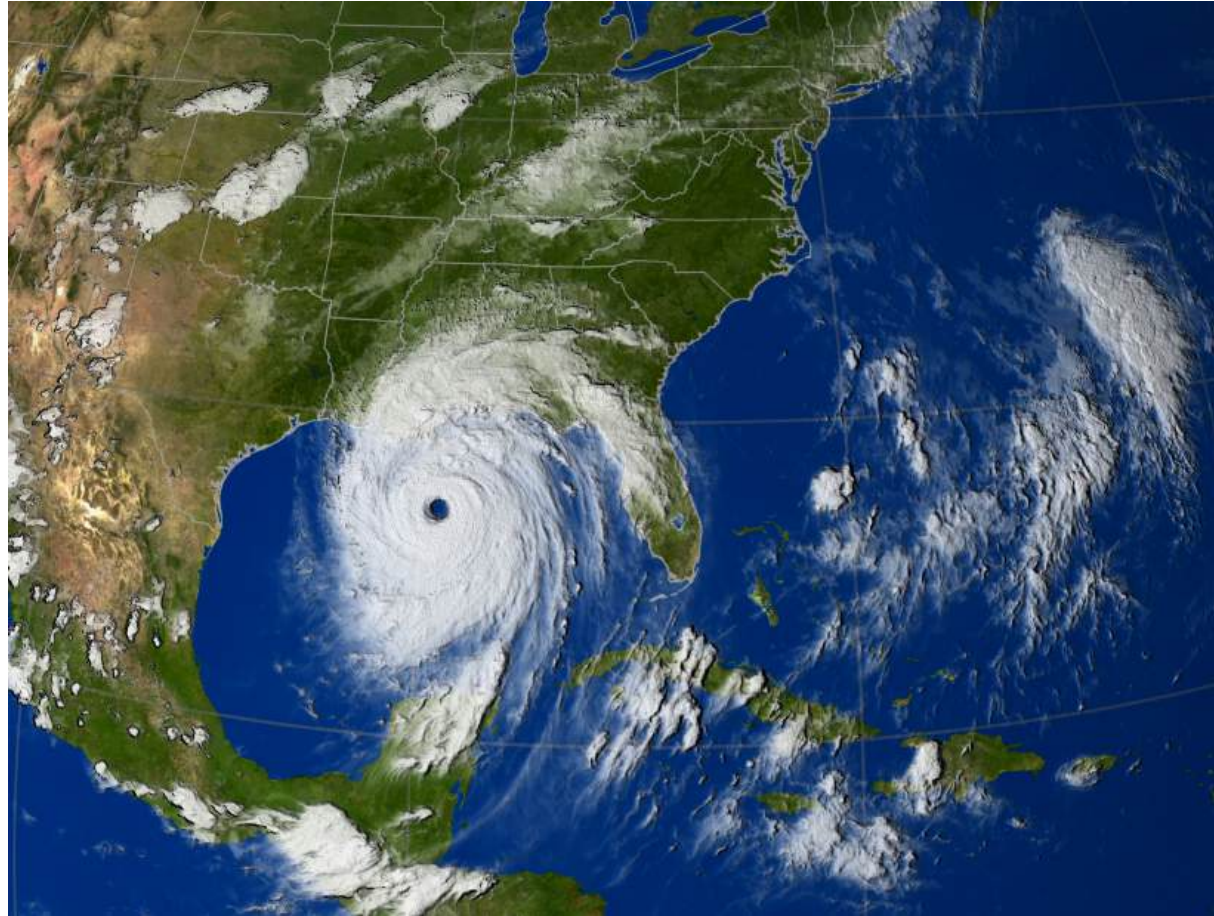
- Initial release at National Press Club in Washington D.C.
- Broad coverage in main-stream media:
 - New York Times
 - Washington Post
 - Wall Street Journal
 - NBC Nightly News
- Multiple presentations to the Education Writers Association for background and context



SLOAN SEMESTER



AUGUST 29, 2005



AUGUST 31, 2005



HOW IT BEGAN

“We thought it would be the bird flu, but it turned out to be a hurricane. We have to do something. We need to have a national response to help the students in Louisiana.”

– Burks Oakley, August 31, 2005

BUILDING SLOAN SEMESTER

- Funded by the Alfred P. Sloan Foundation.
- Build by Sloan-C and SREB.
- Small fee paid to providing institutions (\$500 to max \$2,500)
- No cost to students.
- Up and running in a week!

HOW IT WORKED

“The Sloan Consortium, an international association of colleges and universities committed to quality online education, is offering students displaced by Hurricane Katrina an opportunity to continue their education at no cost.”

Providers:

- Regionally accredited.
- Courses carry regular academic credit.
- Sloan Semester students not charged tuition or fees.
- Official transcript to the student’s home institution at no cost.

Students:

- Matriculated at impacted institutions in Alabama, Louisiana and Mississippi.
- Enroll up to 12 credit hours and take courses from multiple institutions.
- Must meet prerequisites of providing institutions.

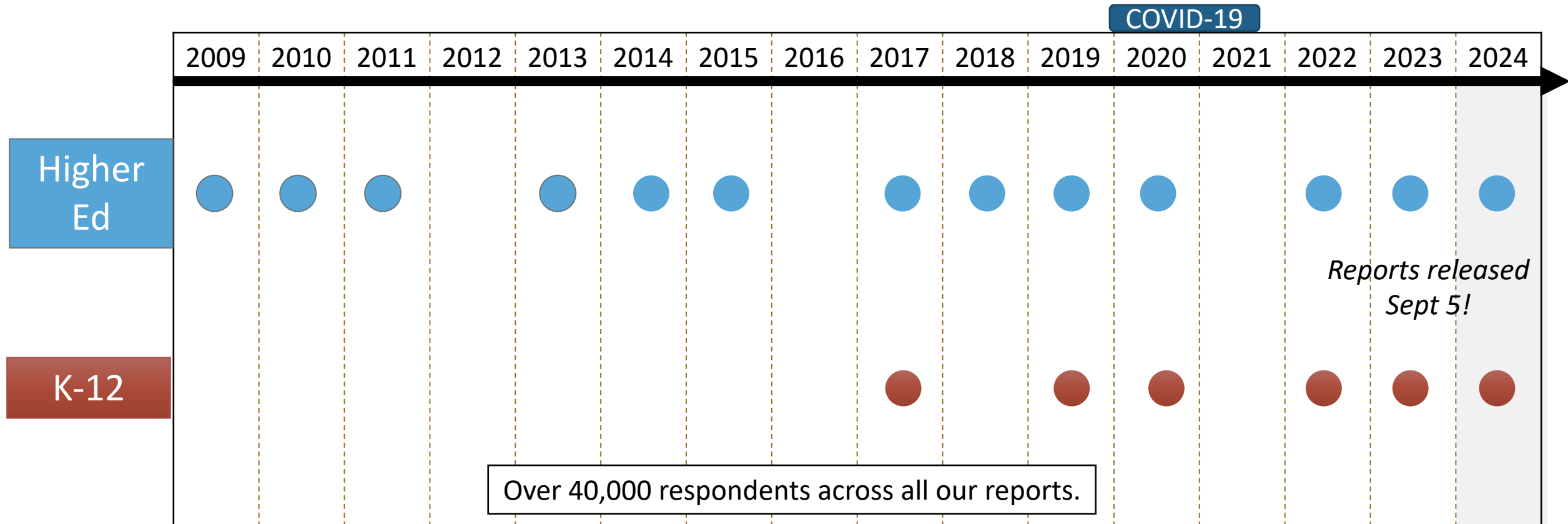
THE RESULTS

- 1,736 students applied to the Sloan Semester and **1,587** were admitted.
- 153 institutions offered courses, **135** had students enroll.
- 1,345 fully online courses offered, **800** had students enroll.
- **4,114** seats were requested by students.

OER REPORT SERIES



OVER A DECADE OF RESEARCH ON OER AWARENESS

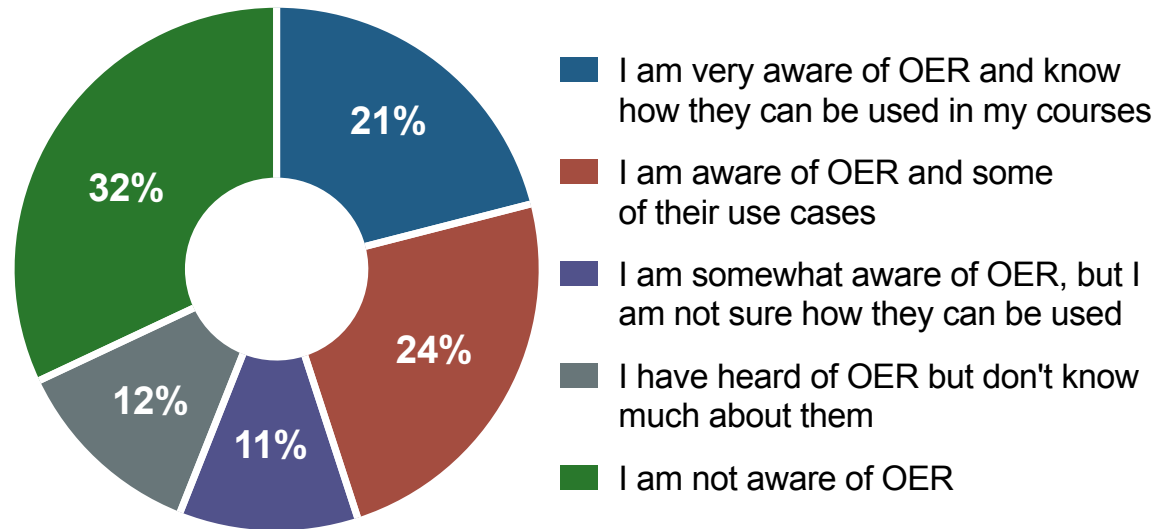


Project supported by



OVER HALF OF FACULTY ARE AWARE OF OER

2023-24 Faculty: OER Awareness

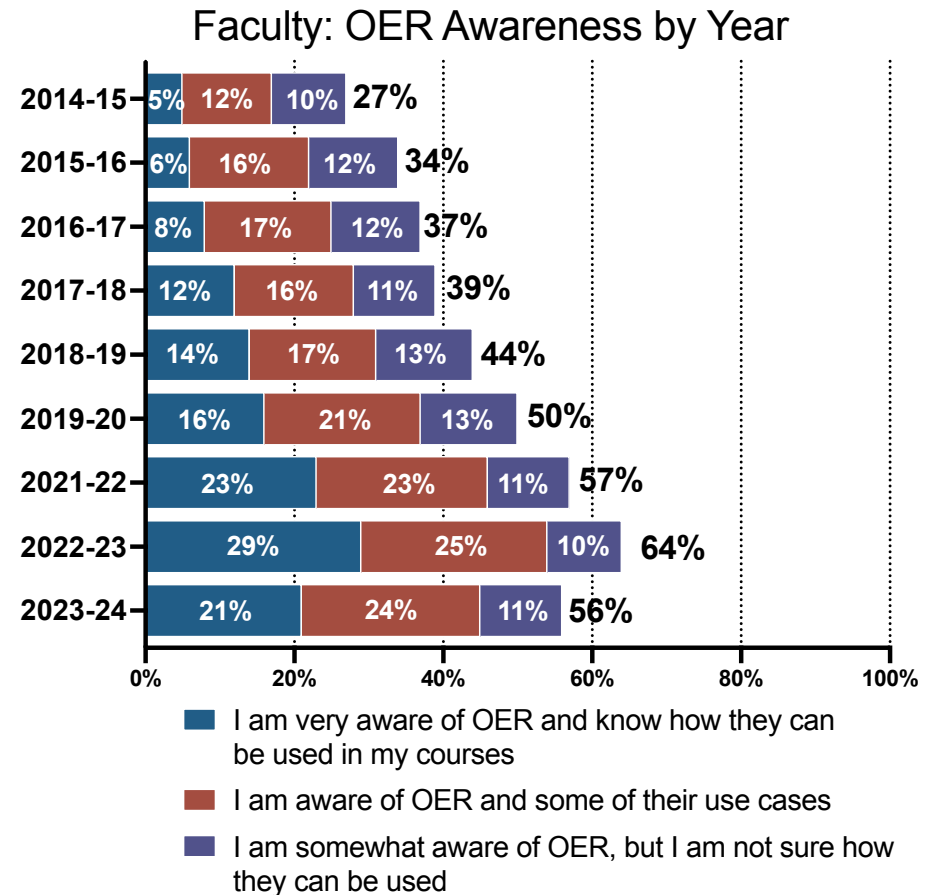


- One third of faculty are unaware of OER, even name recognition
- Remaining faculty are split in their level of awareness
 - 56% are "somewhat" to "very aware" of OER

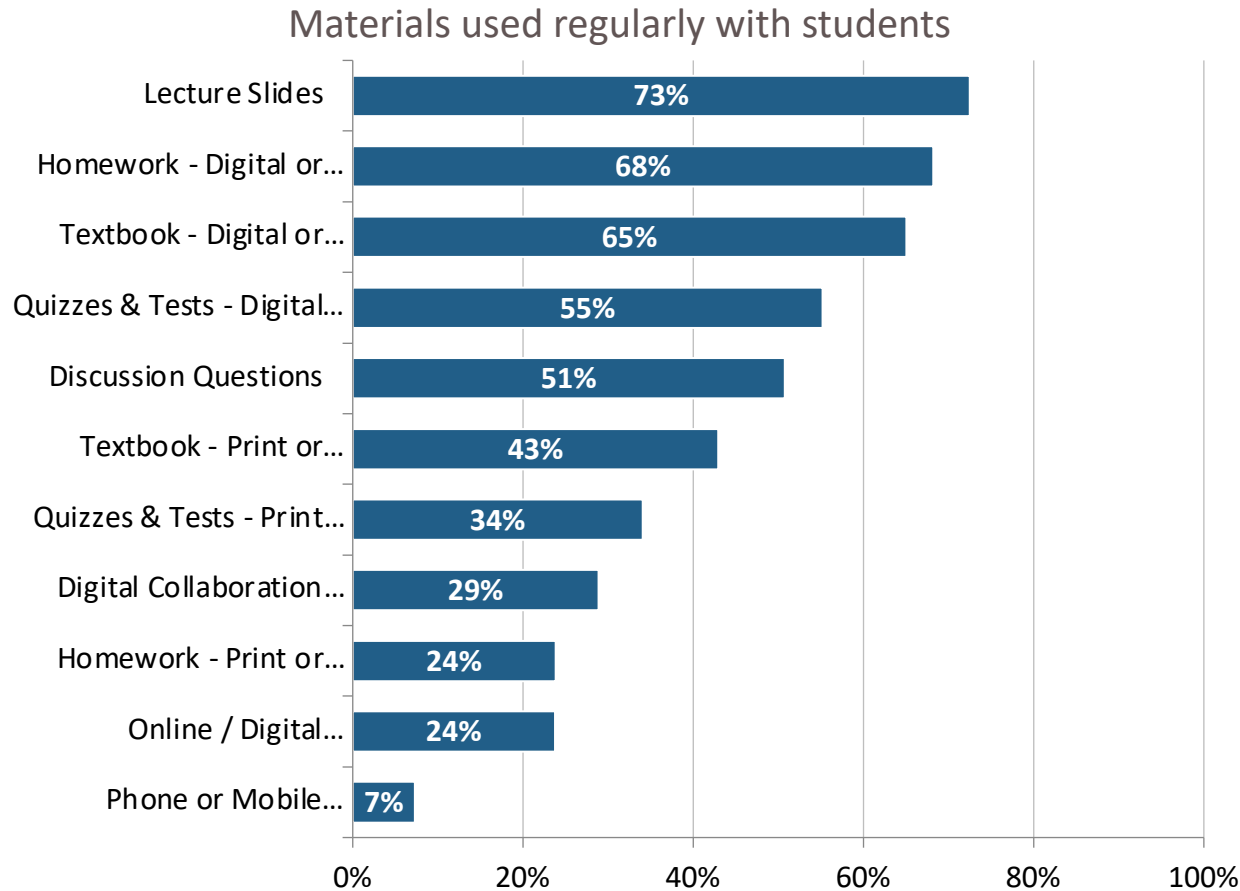


OER AWARENESS ABOVE 50% BUT DID NOT GAIN

- OER awareness has dropped for the first time
- 8% decrease from the peak level of awareness during the 2022-23 academic year (64%)
- Change of awareness was seen across all faculty and institutional demographics



MATERIALS USED



- 45% of faculty chose 4 or 5 of the options
- Every faculty and course is unique – there is no overwhelming combination of materials

NEXT STEPS AND CONCLUSIONS



WHAT WE KNOW

- **Tracking online learning enrollment and perceptions is useful** to understanding the current, past, and future trends in higher education.
- **Online education is here to stay:** over 50% of enrolled students take at least one online course, and almost every institution offers some online instruction.
- Online education is **no longer a new strategy for institutions**, but part of their overall plan for education.
- Over the last decade, **institutions have built up the infrastructure**, support, and training to provide these courses.
- The move to fully online courses during **COVID-19 accelerated the use and acceptance of online materials and course offerings.**



RESEARCH GAPS AND OPPORTUNITIES

- What do we know about the **diversity of online students**?
- What about the **student satisfaction and acceptance** of online education and use of online materials?
- Are there **differences by discipline** in online offerings?
- Will new 'hands-on' virtual labs lead to **more online hard science**?
- What is the **comparative cost effectiveness** for the institution, the faculty, and the students of online vs. face-to-face?



QUESTIONS?



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THANK YOU

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