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**
The University of Phoenix launches its private, for-profit online school. 12 students enroll.
The Evolution of Distance Education to Digital Learning
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.
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."

![Courseload Table](image)

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 □ 0 Graduate □ 0

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.

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

Number of courses

Number of courses
Are All MOOCs the same?
Diversity and Digital Learning
## Historically Black Colleges Offering Online/Blended Degree Programs

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>13</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>Private</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>% of total HBCUs offering online programs</td>
<td>18%</td>
<td>23%</td>
<td>25%</td>
</tr>
</tbody>
</table>

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.