

Sloan-C View

Perspectives in Quality Online Education

A Publication of the Sloan Consortium

Sloan Center Boosts ALN at NYC Regional Schools

Elaine Cacciarelli, Executive Director
Sloan Greater NYC Online Learning Center
Stevens Institute of Technology

About the Center: In January 2003, Sloan began a new online learning initiative aimed specifically for smaller to mid-sized colleges and universities in the New York City metropolitan area. Recognizing the combined strength in total enrollments of these schools (estimated at 127,000+ students), Sloan strongly believes that to increase online enrollments nationally, it must focus attention on them specifically. Because a large number of smaller to mid-sized institutions are in or near New York City, this region was selected as a model—one that might be replicated in other U.S. urban centers.

To implement its goals, the foundation established the Sloan Greater NYC Online Learning Center at Stevens Institute of Technology (Hoboken, NJ) to support institutions of higher learning in three principal ways: (1) arranging for experts to consult and advise on ALN development, (2) conducting hands-on workshops, and (3) assisting schools in applying for modest grants to create innovative ALN programs. The Center is headed by Robert Ubell. Elaine Cacciarelli serves as Executive Director.

Accomplishments: The Center has made significant strides, conducting more than 25 consulting visits. It also has worked closely with more than a dozen institutions in developing grant proposals. During the past ten months, grants have been awarded to four tri-state schools: College of St. Elizabeth (NJ), College of Aeronautics (NY), St. Joseph's College (NY) and Georgian Court University (NJ). Funded programs cover airline/airport management, degree completion for NYC police officers, accelerated BS in business administration aimed at working adults, and a graduate certificate in holistic spirituality. Another 4-5 schools are expected to be funded in the coming months.

Two highly successful regional ALN workshops have been held—one in the fall 2002 was a NYC kick-off meeting. More than 65 senior academics from 36 regional schools participated, with nearly 60% indicating interest in Sloan assistance with ALN development. A second event in April of this year focused on engaging more regional schools. Grant recipients demonstrated how they planned their online programs and how they applied for Sloan funding.

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THE SLOAN CONSORTIUM
A Consortium of Institutions
and Organizations Committed to
Quality Online Education

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... From the Editors

A letter from the editors of the *Sloan-C View*

This issue reviews some projects and initiatives that show progress towards the Sloan-C goal of scale—access to higher education for more learners and more kinds of learners.

In *Hot Off the Blog*, **Ray Schroeder** looks at the expanding online enrollments around the world and for new populations in the U.S. **Elaine Cacciarelli**, Executive Director of the Sloan Greater NYC Online Learning Center at the Stevens Institute of Technology reports on a collaboration of smaller to mid-sized colleges and universities, designed to increase access in the New York City metropolitan area. **Jarl Jonas**, Director for Online and Corporate Learning Development at New York University's School of Continuing and Professional Studies, invites readers to bring online programs to employees of the Fire Department of New York. **George Lorenzo**, Editor of Educational Pathways, describes the robust (collaborative rather than competitive) growth of online education in Canada. **John Sener**, of Sener Learning Services, shares recent effective practices and invites you to contribute your own practices to the Sloan-C online collection.

In *10 in 10*, an Opportunity column, the **Sloan-C Listserv** discusses **Frank Mayadas's** question about a tenfold increase in ALN within the next ten years. Will advances enable 20 million learners to experience asynchronous learning networks in higher education in 2014? Cultural and economic change, innovations in technology and accessibility, preK-16 educational partnerships, access for new kinds of learners—all these are promising effects of internet communications and asynchronous learning networks. Is a tenfold increase possible? We'd like to hear your answers to questions about this continuing Sloan-C focus, to be reported in forthcoming Opportunity columns--

- *What will be the characteristics of the new learners? What will they need and want?*
- *What will learners pay? How will online learning become affordable for providers and users?*
- *What resources are needed? Where will the resources come from?*
- *Who will lead expanding access and who will be the winners?*

Sloan-C is forming special interest groups (SIGs) to examine issues in depth and to publicize the results of their findings to help advance quality, scale and breadth in higher education. Sloan-C seeks your input about SIGs as a way to do better collectively what we currently do individually, and invites you to attend its pre-conference workshop, [Building the Sloan-C Communities of Inquiry](#) on Friday, November 12 from 1:00 p.m.–4:00 p.m. and the ALN 2004 Interest Roundtables on Saturday, November 13, 4:15 p.m.–5:00 p.m. Both events occur at the Annual Sloan-C Conference.

Sharing effective practices to answer challenges about improving interaction, learning effectiveness, blended environments and assessment is the focus of the Summer School version of the Online Research Workshop. Preliminary activities for the workshop began July 26 and discussions begin August 9, 2004. The work of participants in the first Online Research Workshop in Spring 2004 produced a wealth of practical knowledge that Sloan-C synthesized as a legacy for the people in the current workshop. People from 303 different schools in 43 different U.S. states and 18 different countries—Australia, Canada, Denmark, France, Ireland, Malaysia, Peru, Germany, Japan, Korea, Mexico, Portugal, Singapore, Spain, Taiwan, the West Indies, the United Kingdom, and the United States—have joined these workshops to exchange interests and knowledge.

These online workshops provide a natural springboard to greater

Welcome to New Programs in the [Sloan-C Catalog](#)

[Arizona State University-Main Campus](#)

* [Electrical Engineering](#)

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collaboration across courses, programs, schools and nations. Sloan-C seeks your input about SIGs as a way to do better collectively what we currently do individually, and invites you to attend its pre-conference workshop, [Building the Sloan-C Communities of Inquiry](#) on Friday, November 12 from 1:00 p.m.–4:00 p.m. and the ALN 2004 Interest Roundtables on Saturday, November 13, 4:15 p.m.–5:00 p.m. Both events occur at the Annual Sloan-C Conference.

We look forward to seeing you online, and in person at the 10th Sloan-C International Conference on ALN: The Power of Online Learning—From Innovation to the Mainstream in Orlando, Florida, November 12-14, 2004. Details about the conference are at <http://www.sloan-c.org/conference/info/septcon04.asp>. We hope you will visit Sloan-C soon and often.

... for the Sloan Consortium

Frank Mayadas, John Bourne and Janet Moore

The purpose of the Sloan Consortium (Sloan-C) is to help learning organizations continually improve the quality, scale, and breadth of their online programs according to their own distinctive missions, so that education will become a part of everyday life, accessible and affordable for anyone, anywhere, at any time, in a wide variety of disciplines. You are welcome to join Sloan-C: <http://www.sloan-c.org>

Sloan Center Boosts ALN at NYC Regional Schools (continued from [page 1](#))

Observations: A number of significant observations and trends have emerged. First is the high level of focus smaller schools show in meeting the needs of their learners, many of which are older, working adults and under-represented groups. It's been inspiring to witness the quality and dedication of administrators and faculty who constantly strive to find innovative approaches. Many schools have begun embracing online learning eagerly, enabling them to reach more students, while providing the same educational excellence as on campus. ALN offers schools distinct advantages: Many have reached physical capacity. Online programs allow growth without bricks-and-mortar costs. There is also a competitive online environment, with institutions not wishing to be left behind while other area schools forge ahead. Prospective students now seek colleges that provide online alternatives. Some schools wish to attract online students from outside their local region. Others are designing programs that can become national models.

The Center has observed that administrators, faculty, and staff not only think seriously, substantively, and collaboratively about online learning goals, but frequently formulate plans quickly and enthusiastically. Recognizing that Sloan—one of the most prestigious national foundations—is willing to assist their institutions, including modest grant funding, internal perception of online learning becomes enhanced immediately. Schools awarded Sloan grants appreciate how these funds enable online learning to be fully “institutionalized” and self-sustaining, and how other academic programs can be created and more faculty encouraged to participate.

Awareness of the Center's activities has also heightened Sloan's overall visibility. Two local schools—Hudson County (NJ) Community College and Berkeley College, a for-profit school with campuses in NJ and NY—turned to the Center for recommendations of ALN experts to serve as keynote speakers at school-wide symposia.

Two New Projects: In response to a call from local schools to share ALN resources, the Center is now arranging with a local consortium to offer technology and other services cooperatively. The Center is also playing a principal role in Sloan's goal of integrating ALN with corporate e-learning, coordinating the first-ever national workshop in NYC in October that will bring key e-learning executive and ALN academics together to form actual projects, directed at the most pressing corporate training and university needs.

Sloan-C View Advertising

Published monthly, distributed via the website and email, *The Sloan-C View* email circulation is currently at more than **23,000**. The *View* typically receives over **13,800** hits in the first month of a release. People are continually accessing past issues, and will continue to see the advertisements well into the future.

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Opportunities: 10 in 10

If ALN is worth the time and money we are spending on it, we must see an uplifting of today's nearly 16 million learners in U.S. higher education, said Frank Mayadas, asking the Sloan-C listserv this question:

Suppose in 10 years we have successfully uplifted the number of undergraduate enrollments from around 16M to 20M. Suppose also that in 10 years time, we have a situation where on average, each of the 20M takes at least one class online. We might in that case have achieved "10 in 10," a 10-fold increase in ALN within 10 years. The question is this: is "10 in 10" a good goal for us, collectively, to strive for? How can Sloan most effectively support work to get us there? What would be the right metrics?

The National Center for Education Statistics (NCES) projects that higher education enrollment is likely to increase from nearly 16 million in 2004 [1] to 18.2 million by 2013, with a 21% increase in female enrollments and 15% increase in male enrollments [2]. In relation to ALN, the near doubling of [distance education](#) enrollments from 1.7 to 3.1 million from 1997 to 2000 [3], and the belief of higher education leaders in the **quality** of online education [4] are indicators of the growing value of anytime anywhere learning to users and providers.

Certain factors suggest that ALN may enable more learners to access higher education. These factors include the cultural and economic changes introduced by internet communications and accessibility, technological innovations including more affordable connectivity, and growing awareness of pedagogical resources and practices that can erase barriers to learning in a preK-16 educational continuum.

General **access** to internet communications is rapidly increasing. The National Telecommunications and Information Administration (NTIA) used census data in October 2000 to estimate that 41.5% of U.S. households had internet access and 58% had computers; by some 2004 estimates, 67.6% of the U.S. population uses the internet [5]. In March 2004, the president called for universal, **affordable** broadband access throughout the nation by 2007. In August 2004, broadband connections reached 51% of the American online at-home population, as compared to 38% a year ago [6].

Continued on [page 5](#)

Have you been looking to purchase a product or service for your online learning program?

The Sloan-C Vendor Corner will help you with the entire process!

The Sloan-C Vendor Corner is intended to **provide information during the entire process of purchasing a product or service for your online learning program**. It will help you identify needs, research solutions, and choose which products or services provide those solutions. Along with a list of specific vendors and their product descriptions, we provide research that will aid you in defining what your needs are and what you should be looking for.

Visit www.sloan-c.org/info/septvcorner.asp for more information!

Over the coming months, the *Sloan-C View* will report commentary on ALN growth, beginning with this column's look at projections about learners.

You are welcome to join the listserv conversation on the 10 in 10 opportunity. The only requirement to join the listserv is that you become a [free Sloan-C member](#).

[1] *The Chronicle of Higher Education Almanac, 2003-4*: Projections of College Enrollment, Degrees Conferred, and High-School Graduates, 2001 to 2012. August, 2004. Available online with password: <http://chronicle.com/prm/weekly/almanac/2003/nation/0101601.htm>.

[2] "Projections of Education Statistics to 2013," is available on the National Center for Education Statistics Web site: <http://nces.ed.gov/programs/projections/> (In 2004, 56.1% of enrollment is female)

[3] *The Condition of Education 2004*. National Center for Education Statistics. June 2004. <http://nces.ed.gov/programs/coe/highlights/h5.asp>

[4] Allen, I.E. and Seaman, J. *Sizing the Opportunity: The Quality & Extent of Online Education in the U.S., 2002-2003*. Sloan-C, Needham, MA: 2003. http://www.sloan-c.org/resources/sizing_opportunity.pdf

[5] [Internet World Stats](http://www.internetworldstats.com/am/us.htm). Accessed August 24, 2004. <http://www.internetworldstats.com/am/us.htm>

[6] "U.S. Broadband connections reach critical mass, crossing 50 percent mark for web surfers." Nielsen//Netratings. August 18, 2004. http://www.nielsen-netratings.com/pr/pr_040818.pdf

Opportunities: 10 in 10 Continued from [page 4](#)

In August 2004, The Pew Project on "The Internet and Daily Life" reported that "88% of online Americans say the Internet plays a role in their daily routines...and 64% of Internet users say their **daily routines and activities** would be affected if they could no longer use the Internet" [7]. Moreover, 40% of people over the age of 16 participated in **work related adult education**, 51% of it provided by business and industry [8]; an estimated 25% and growing percentage of corporate education is online.

Yet, in 2003, only about one in four adults (27%) had attained at least a bachelor's degree [9].

27% is a remarkable increase over the 4% figure in 1900, yet it is insufficient for success in a knowledge society. **Gary Miller** of The Pennsylvania State University points out that internet communications bring **cultural change**:

Online learning is a critical innovation in helping colleges and universities reposition themselves to meet the dramatically different social needs that are arising as the information revolution matures. Access is one important dimension of this. As we expand the number of people served by higher education, a good part of the growth will be nontraditional students. These are no longer on the fringes of higher education; they are a key constituency... The **pedagogy** that is inherent in ALN--inquiry-oriented, resource-based learning—is a natural pedagogy for the world in which we live. We should also continue to see ALN-based courses grow on campus for traditional students. Online learning should replace large lecture halls, giving students a deeper general education experience. This is a trend that should also drive us to the "10 by 10" goal.

Non-traditional learners include adults who flock to programs designed with their needs in mind. **For-profit schools** report annual enrollment growth online as high as 72% [10]; and **leading institutions** such the University of Illinois, University of Maryland University College, the State University of New York and the University of Massachusetts report increasing demand for online programs and high enrollment growth in online programs [11]. At the University of Illinois Springfield (UIS), which intends to put all of its programs online in the next 10 years, **Ray Schroeder** reports that ALN classes are the first to fill and close and they are preferred by "a huge, as yet not fully served, group of prospective students who are desperately seeking to complete degrees in non-traditional ways (i.e. not quitting their jobs, leaving their families and moving to a campus)." UIS found that

In 2003, one out every four students was taking at least one online class. In spring, 2004, one out of every three students was taking at least one online class. That amounted to 1,500 different students accounting for more than 2,000 enrollments. In 2003, 47% of those graduating from UIS had taken at least one online class. A growing number of students were completing their degrees online at a distance.

Employer-funded programs and **industry-specific** programs, such as Pace University's NACTEL program for telecommunications workers and the NYU program for FDNY employees, make higher education possible for people who would not otherwise have had the option.

Opportunities via **welfare to work** and **low-income workers**, such as the Delaware Department of Labor and the **New Jersey Online Learning** programs for working, poor mothers **eliminate barriers** that made higher education impossible for many. In just a few years, eArmyU has enrolled a **highly mobile population** of more than 47K students in all 50 states and in 54 countries; more than 27% of these students had **no prior college experience**.

These trends challenge current practice.

Continued on [page 6](#)

[7] Fallows, D. "The Internet and Daily Life." Pew Internet & American Life Project, Washington, D.C. August 11, 2004. http://www.pewinternet.org/pdfs/PIP_Internet_and_Daily_Life.pdf

[8] *The Condition of Education 2004: Participation in Education*. National Center for Education Statistics. June 2004. http://nces.ed.gov/pubs2004/2004077_1.pdf

[9] *Educational Attainment*. The United States Census Bureau. March 2004. <http://www.census.gov/population/www/socdemo/educ-attn.html>

[10] The Chronicle Index of For Profit Higher Education. The Chronicle of Higher Education. August 6, 2004. Available online with password: <http://chronicle.com/prm/weekly/v50/i48/48a02601.htm>.

[11] Recent reports on unprecedented enrollment growth from:

- Illinois Colleges and Universities: <http://www.ircv.illinois.edu/pubs/enrollment/Spring04.html>
- The State University of New York Learning Network: <http://www.suny.edu/sunyNews/News.cfm?filename=2003-07-14SLNEnrollment.htm>
- University of Maryland University College: <http://www.worldwidelearn.com/umuc/online-degrees.htm>
- University of Massachusetts <http://www.tmcnet.com/usubmit/2004/Aug/1063640.htm>

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on Asynchronous Learning Networks (ALN)

The Power of Online Learning:
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- Learner Satisfaction: Next Generation Evaluation and Innovations in Services

Inform a Broader Audience of Your Online Programs

In 2003, New York University, in conjunction with the Fire Department of New York (FDNY) and the Council for Adult and Experiential Learning (CAEL), launched a pilot program known as *FDNYU* (www.fdneyu.org) which was made possible by a generous seed grant from the Alfred P. Sloan Foundation. One of the three main objectives of the FDNYU project is to increase access to formal higher education opportunities, specifically online higher education, for 16,000 FDNY employees to help mitigate the massive loss of manpower and leadership as a result of the 9/11 terrorist attacks and to meet the FDNY's college credit requirement for advancing employees into supervisory positions.

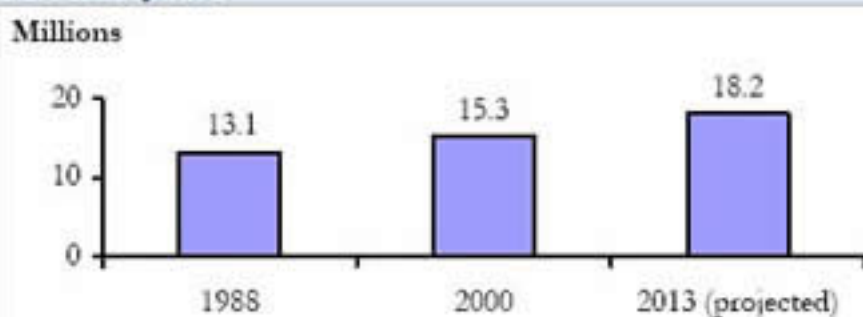
Total Enrollment

Total enrollment in degree-granting institutions increased 17 percent from 1988 to 2000 ([figure C](#); [reference figure 10](#) and [table 10](#)).

Between 2000 and 2013, total enrollment is projected to increase

- 19 percent, to 18.2 million, in the middle alternative projections;
- 15 percent, to 17.7 million, in the low alternative projections; and
- 23 percent, to 18.8 million, in the high alternative projections.

Figure C. Total enrollment in degree-granting institutions, with middle alternative projections: Selected years



SOURCE: U.S. Dept. of Education, NCES: [Integrated Postsecondary Education Data System \(IPEDS\)](#), "Fall Enrollment Survey," various years; and Enrollment in Degree-Granting Institutions Model.

To meet this objective, the FDNYU project team built a searchable, Web-accessible "clearinghouse" of online higher education program driven by a database that leverages vetted, interested Sloan-C member programs, where FDNY employees can now match, select and matriculate into program based on *their* specific talents and interests. Currently 75 Sloan-C member institutions, which represent 500 programs, have agreed to participate. Before we release the final version of the FDNYU web portal, we would like to invite all current and newly inducted Sloan-C members to join us in serving this community. With just a small amount of effort, and to no cost to your institution, you can gain instant, targeted exposure to an additional 16,000 potential students.

For more information about FDNYU and getting your institution involved, please contact Jarl Jonas, Director for Online and Corporate Learning Development at New York University's School of Continuing and Professional Studies, either by phone at 212.998.9137 or by email at jarl.jonas@nyu.edu.

Distance Education in Canada

Learn about Canada's healthy and robust higher education system and a long history of providing distance education courses and programs to its population and the world: <http://www.edpath.com/canada.htm>.

-by George Lorenzo, Editor and Publisher of Educational Pathways

Opportunities: 10 in 10 Continued from [page 5](#)

A **knowledge-based global economy** demands the kind of education that improves the economic competitiveness and well-being of communities, enhances democratic values and institutions, and enables learners to succeed in knowledge work that will sustain them in at least a middle class life style. So says a recent report that assesses California's preparation for a tidal wave of enrollments in the next 10 years. The report, *Ensuring Access with Quality to California's Community Colleges*, cites a hemorrhaging **educational pipeline** in which only 19 of 100 ninth graders eventually accomplished an associate's or bachelor's degree [12]. What is needed says the report is a comprehensive K-16 framework that leverages collaboration among educational agencies to coordinate the immense but fragmented activities that characterize the current environment.

A framework with formal resource, curriculum, and teaching partnerships among grade schools, high schools, community colleges, universities, employers, and government is essential for what the National Governors Association calls seamless and routine transitions for learners [13]. Resources like these are provided for students, teachers and policy makers by the Southern Regional Education Board's Electronic Campus [Regional Mentor System](#) and [Electronic Campus Initiatives](#) [14].

The audience for ALN is also growing in **complexity**, with baby boomers, generation x, and the millennial generation sharing classrooms—each

group with diverse attitudes and expectations about learning. Millenials (those born after 1982) "are fascinated by new technologies; are racially and ethnically diverse; and often (one in five) have at least one immigrant parent" [15]. For the 18-year olds entering college in 2014 (those born after 1996), ALN will be "an ordinary part of everyday life." An estimated 25 percent of K-12 public schools already includes some form of e-learning with an expected increase this year of 10% [16]. Will higher education be ready for the wireless generation?

In an information age in which multitasking is a way of life, doing is more important than knowing, 24/7 connectivity is essential, and there is zero tolerance for delay [10], a 10 in 10 increase will "mean cultural and behavioral change," says **Reuven Aviv** of the Open University of Israel:

The right metric is not just an increase in numbers. It is a vector measuring our advancement in access, learning effectiveness, institutional motivation, and faculty and student satisfaction.

See [page 7](#) for a chart on total enrollment.

Elements of Quality Online Education Into the Mainstream

Edited by *John Bourne and Janet C. Moore*

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Volume 5 in the Sloan-C Series



The Sloan Consortium
A Consortium of Institutions and Organizations
Committed to Quality Online Education

[12] Hayward, G., Jones, D., McGuinness, A., Timar, A. & Shulock, N. *Ensuring Access with Quality to California's Community Colleges*. The National Center for Public Policy and Higher Education. May 2004. <http://www.highereducation.org/reports/hewlett/Hewlett3.pdf>

[13] Ready For Tomorrow: Helping All Students Achieve Secondary and Postsecondary Success: A Guide for Governors. National Governors Association. October 2003. http://www.nga.org/center/divisions/1,1188,C_ISSUE_BRIEF^D_6143,00.html

[14] www.electroniccampus.org and <http://www.ecinitiatives.org/>

[15] Oblinger, D. Boomers, Gen Xers and Millenials: Understanding the New Students. Educause Review. July/August 2003. <http://www.educause.edu/ir/library/pdf/erm0342.pdf>

[16] Botelho, G. Online schools clicking with students: Flexibility, technology key to e-learning. Special report to CNN. August 13, 2004. <http://www.cnn.com/2004/EDUCATION/08/13/b2s.elearning/index.html>



by Ray Schroeder

This month we are looking at the pace of expanding online enrollments around the world and extending the opportunity of online education to single mothers who are living in poverty.

[UMassOnline Revenue Grows 47% and Enrollments Grow 30% in the 2004 Academic Year - TMCNet](#) —

UMassOnline, the University of Massachusetts' web-based learning division, today announced that online education program revenues and enrollments grew 47 percent and 30 percent, respectively, in the 2004 academic year (September 1, 2003 – August 31, 2004). Revenues from the University of Massachusetts system's online programs were \$14 million, up from \$9.7 million in AY 2003, while enrollments reached 15,741, up from 12,131 in the same period.

[Online Classes Growing Among SUNY Campuses - Denise Richardson, New York Daily Star](#) —

Enrollment in online courses at the State University College of Technology at Delhi this summer is about double compared to last year, said Dennis Callas, provost and academic vice president. Faculty and students reported they liked the online courses last year, the first time online courses were offered, said Callas. More than 16,000 enrollments were expected in the SUNY Learning Network in 1,000 courses this summer, up 40 percent from last year, according to a release issued in May.

[Survey Shows eLearning On Up - Kathryn Hughes, ELearning Scotland](#) —

Despite the relentless pressure on higher education to accomplish more with less funding, colleges and universities are intensifying their investment in e-learning, according to an independent survey of customers of WebCT. The survey reports that student participation in e-learning is growing at a 31 percent rate each year, and faculty members are catching up to the demand with a 44 percent aggregate growth rate in e-learning participation, according to the survey.

[Global University and Business School Administrators Expect an Increase in International E-Learning Students](#) —

Nearly 70 percent of senior university administrative officials from around the world expect an increase in international students to their schools e-learning programs, according to a new survey. The survey, conducted by Acadient, a leading developer and distributor of online education for higher education, shows that administrators expect the increase to come from students in Asia specifically China, Malaysia, and India.

[Online job training offered single moms - Luladey B. Tadesse, Delaware News Journal](#) —

The Delaware Department of Labor is launching an online job-training program next month to help low-income single moms get ahead in the workplace. The Online Learning program is designed for women whose lack of money, time and transportation keeps them from taking advantage of conventional job training. The program initially will assist 50 women.

Each month, we will share selected items that have recently been posted at the Online Learning Update blog, which provides daily summaries of news and journal articles in the field with links to the complete articles. You can always see the latest items, and find many more articles posted seven days a week at the [Online Learning Update blog](#). Until next time, I'll see you online!

~ ray

New and Noteworthy in Effective Practices

[Learning Effectiveness: Integrated Assessment System for Courses, Overall Program and Post-Program Career Impacts](#) University of Wisconsin - Madison uses a system of planned evaluations that together firmly support a process of continuous improvement for a distance degree program.

Key elements include: an evaluation of each course by students and faculty; an evaluation of the overall program at graduation; and a follow-up survey of alumni, their co-workers, and their family members to measure the impact of the program upon professional and personal development of alumni. — [more...](#)

[Faculty Satisfaction: Student-Nominated Faculty Awards for Effective/Innovative Technology Use](#)

Northeastern University's Effective or Innovative Use Of Technology In Teaching Awards program enables faculty to find out what students find valuable about faculty use of course management systems and other technology. Faculty receive recognition for effective or innovative use of technology to support good teaching and learning; students feel empowered by nominating examples of effective practice. — [more...](#)

[Student Satisfaction: How to Manage Your Online Week](#)

At University of Massachusetts Lowell a professor provides an explicit schedule for each day of each week for completion of readings, lecture notes, activities, discussion posts, and so on, that if followed, gives students an evenly paced online workweek. Using this schedule of paced workload/ assignments, students would not find themselves overwhelmed for one or two days, or find that a due date has slipped by without noticing it. — [more...](#)

What effective practices do you or your institution have that others would benefit from knowing about? Share what you do best by posting a brief summary that will be useful to other practitioners. Click [here to add an effective practice](#) in one of the pillar areas.

You'd like to submit an effective practice but just can't find the time? Then just send john.sener@sloan-c.org an e-mail with a 1-3 sentence description of your EP and a link to relevant background documentation.



THE SLOAN CONSORTIUM
A Consortium of Institutions and
Organizations Committed to Quality Online Education

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Contact Information:

Sloan Center for OnLine Education (SCOLE)
Olin College of Engineering and Babson College
Olin Way, Needham MA 02492-1245
voice: 781-292-2524
fax: 781-292-2505
email: publisher@sloan-c.org
on the web: <http://www.sloan-c.org/>

If you have a question or comment, or would like to submit an article for publication, please email publisher@sloan-c.org.

John R. Bourne, Editor
Janet C. Moore, Editor
Kathryn M. Fife, Publisher

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The 10th Sloan-C International Conference on Asynchronous Learning Networks—The Power of Online Learning: From Innovation to the Mainstream

Date: November 12-14, 2004
Location: Orlando, FL
URL: <http://www.sloan-c.org/conference/info/augcon04.asp>

Mark your calendars to attend this anniversary event!

Beyond the Comfort Zone: Ascilite 21st Annual Conference

Date: December 5-8, 2004
Location: Perth, Western Australia
URL: <http://www.ascilite.org.au/conferences/perth04/>

For more information, contact [Rob Phillips \(conference convenor\)](#)

The 2004 Conference will be the Australasian region's premier event for lecturers, trainers and researchers concerned with all aspects of educational technology and computer mediated learning in tertiary and post school education and training. Call for presentations.

ALT-C 2004: Blue skies and pragmatism—learning technologies for the next decade

Date: September 14-16, 2004
Location: University of Exeter, Devon, England
URL: <http://www.alt.ac.uk/altc2004/index.html>

The 11th International Conference of the Association for Learning Technology (ALT), ALT-C is the UK's biggest and most important conference about learning technology. Information about submitting papers can be found at <http://www.alt.ac.uk/altc2004/papers.html>

How to Conduct Activity-Based Cost Studies, Online Workshop

Date: October 13-27, 2004 (Webcasts each Wednesday from 2:00- 3:15E PM)
Location: Online
URL: <https://www.tltgroup.org/Registration/DescriptionPage/CostAnalysisWorkshop.htm>

This three-week online workshop from The TLT Group will help you use activity-based costing models to perform cost analyses of educational technologies in your own setting. Please see our ad on [page 2](#).

Serious Game Summit DC

Date: October 18-19, 2004
Location: Washington, DC
URL: <http://www.seriousgamesummit.com>

Serious games is a fast emerging market that offers opportunity to people who are interested in pushing the interactive nature of computer-based learning. This conference covers the skills and technology used in commercial entertainment games as they are being applied for training, policy exploration, analytics, visualization, simulation, and education. Register online at <http://www.seriousgamesummit.com> and use priority code: SLC4 to get an additional \$25 discount on your pass.

League for Innovation's 2004 Conference on Information Technology

Date: November 7-10, 2004
Location: Tampa, FL
URL: <http://www.league.org/2004cit/>

A diverse program and cutting edge exposition exploring the intelligent application of information technology in community and technical colleges.

If you know of, or are hosting, an event that should be listed on the Sloan-C View Calendar, please send the details of the event and url to publisher@sloan-c.org.