

MOOC's to Degrees

Nelson Baker, Dean,
Georgia Tech Professional Education

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GT & Coursera - Initial Strategy

- Joined June, 2012
- Expand our presence in the online education space – do it quickly and let innovation juices flow
- Provide increased global access to our educational offerings
- Experiment with new methods, platforms and ideas in the delivery of education
- Enhance the learning options and convenience for our own students

Current GT Coursera Activities

- 15 Courses; 27 Course completions
- Nearly 500,000 total enrollments to date
- 3 courses in development
- Gates Foundation courses
 - 3 projects awarded and delivered
 - English Comp; Physics 101; Intro Psychology
- Utilization in campus classroom
 - About 2 dozen flipped class experiments

From MOOCs to Degree

- Could we add credit to our MOOCs?
- Could we do a degree?
- Could we reduce tuition (a lot)?
- Can we do all this and keep our quality?
- What would all our faculty say?
- What would our alumni say?
- What would our stakeholders believe?
- Would we get approval?

Concept to Announcement

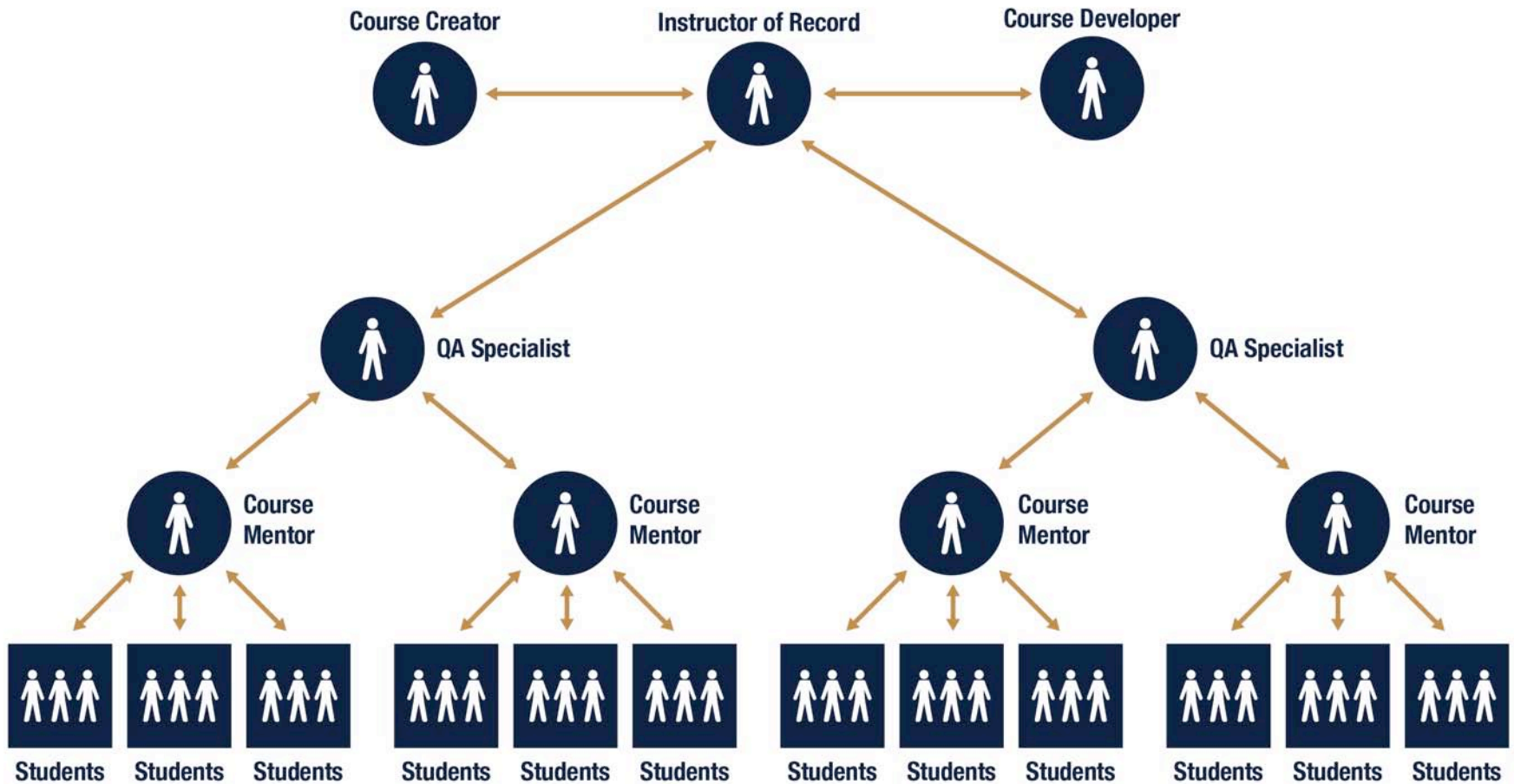
Fall 2012 – May 14, 2013

- Partners
- Business Models
- Faculty Governance
- Approvals
- Contracts

Online Master of Science in Computer Science

- Udacity partnership
- AT&T gift
- MOOC platform
- GT governance
- GT degree and non-credit
- GT processes
- GT IP

Course Infrastructure



OMS CS Business Model

- Enrollment Projection
 - Two projections to bound risk
- Cost Model
 - Fixed costs and variable costs
 - Developed for each enrollment projection
- Tuition
 - Re-evaluate traditional higher ed model
 - Scale to compensate for greatly reduced tuition
- Contract Focus
 - Georgia Tech degree/processes (admissions, registration, assessment, accreditation, retention & degree completion)
 - Georgia Tech IP, Udacity platform
 - Initial course production by Udacity

OMS CS: Market Response

- Survey of OMS CS email subscribers (1,014 respondents)
 - 84% have bachelor's/master's degree
 - 75% employed full-time (82% in computing/IT)
 - 94% will work while enrolled
 - 72% will pay for OMS CS themselves
- Other interesting takeaways
 - Flexibility, mode of delivery most important aspects
 - 97% said quality would be better (52%) or about the same (45%) as other MS CS degrees
 - Machine learning most popular specialization

Announcement to Launch May 2013 – January 2014

- Cultures of multiple organizations
- Working Budgets
- Development of first set of courses
- Applications/Admissions/Acceptance

OMS First Class: Applications

- Application period: Oct. 7-27
- 2,361 applicants in 21 days
- 77 countries represented & all 50 U.S. states
- Vast majority are degree-holders working in computing/IT
- 85% domestic applications—inverse of on-campus MS CS
- Indicates we are expanding the market, not ‘cannibalizing’ on-campus MS CS program

OMS First Class: Admissions

- 410 admitted applicants for Spring 2014
 - 88% domestic, 12% international (on-campus 33% domestic, 67% intl.)
 - 90% male, 10% female (on campus 76% male, 24% female)
 - Average age: 34.8 (on-campus 23.9)
 - Average GPA: 3.58 (on-campus 3.53)
- Additional ~250 to be admitted for Summer/Fall 2014
- Many others will be directed to non-credit

Launch!

- Jan 15, 2014 site opens
- First day nearly all students accessed course materials

Enrolled Students

- 382 enrolled; 20 asked to be deferred
- Represents 44 US states and 24 countries
- 88% are US Citizens or permanent residents
- Each student on average 1.5 courses
- Classes started Jan 15
- Follows semester timeline

What's Next

- Summer & Fall 2014 terms
- Upcoming application periods: March 3-23, April 21-May 11
- Certificate (non-credit) programs
- Some ideas
 - Career services offerings?
 - Blended delivery model?
 - Collaboration with universities in U.S. & abroad?

What do we know now?

- Publicity – incredible interest, challenges
- Managing risk
- Balancing multiple parties desires
- Time commitments
- Ripple Effects

Differences for Universities

- Students
 - Motivations for taking course
 - ‘New’ kinds of students, information seekers
- Staff
 - Pace, new roles
- Faculty
 - So much time!, really thinking about topic & instructional methods, working in a team rather than only expert in class, stepping back after launch
- Governance
 - Faculty governance: dealing with 3rd party
 - Decision making topics and pace
 - University brand aligning with 3rd party desires
- Compliance
 - Export, international laws, accreditation
- Organizational
 - Matrix of organizations across campus; who leads?

We do not have all the answers

- Student access
 - Degree vs Certificates vs Free/open learning
- Sustaining
 - Finances
 - Human resources
- Communications
 - Student lead sites contrast with Institute official sites
 - Multiple partners' communications
- Changing roles of students, faculty, instructors, staff, higher education
- Hardest thing to do is try something very different
- Uncharted territory

Thank you!