

Addressing Online Learning Strategically: MN State and the U of M

Kim Lynch, Senior System
Director of Educational Innovations
Minnesota State

Bob Rubinyi, Senior Analyst
for Online Learning
University of Minnesota

MN Summit on Learning & Technology, St. Paul, MN
August 1, 2019



UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

Welcome!

Introductions

- Your name, role, and institution
- What are two things you are hoping to take away from this session?

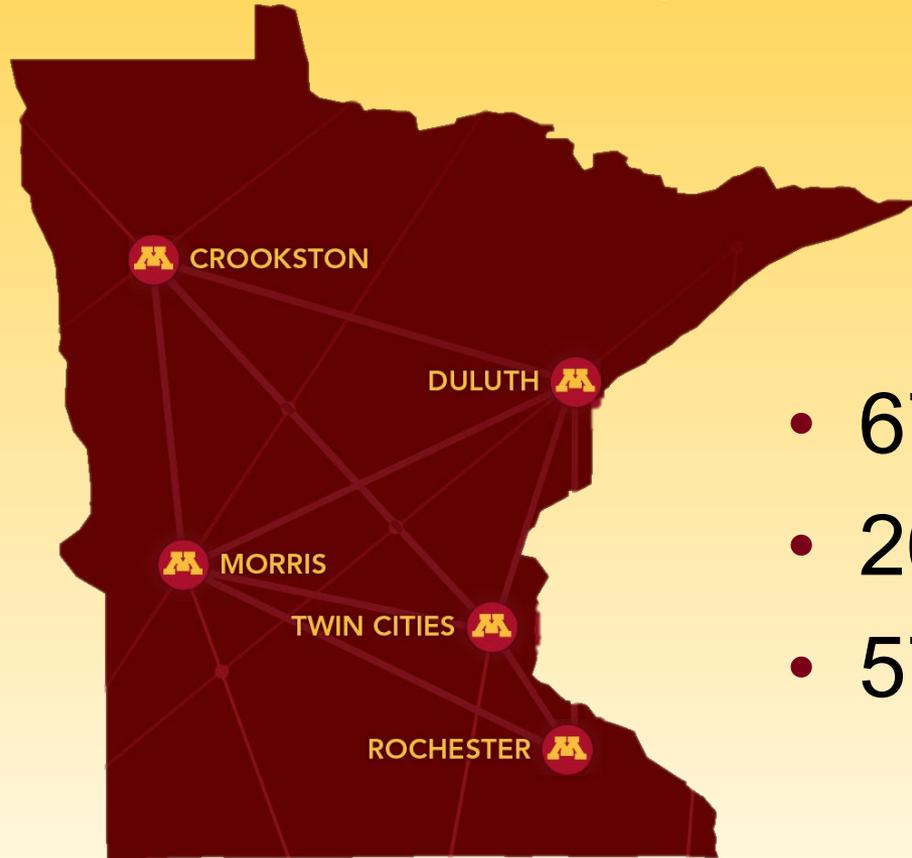


Questions to Consider during the Presentation

1. What are the main goals you have in developing an online teaching and learning strategy at your institution?
2. As you develop and implement your online strategy, how much of this direction should be coming centrally vs. from the instructor or department or college/university?



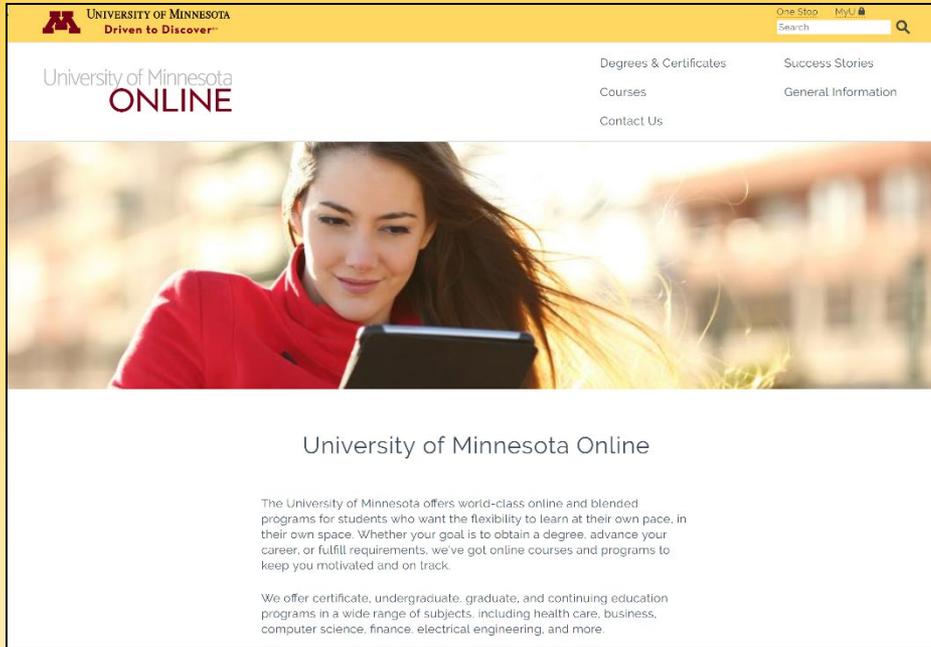
University of Minnesota System



- 67,000 students
- 26,000 employees
- 571,000 alumni



Current Online Status



online.umn.edu

- U of M Online website and call center (Continuing Ed)
- Market studies (UPCEA)
- Online Steering Committee
- Faculty Development / QM
- Programs:
 - Undergrad (18)
 - Grad (18)
 - Certificates (25)
- 28,114 students – 1 or more

Approach

- Extremely decentralized
- Use contracts
- Partner with internal units – Office of Info Technology



Online Task Group Report - 2018

The Strategic Role of Online Learning at the University of Minnesota

February 23, 2018

Submitted by

U of M Online Steering Committee
Strategy & Operations Task Group

Phil Miller, Carlson School of Management (Co-Chair)
Bob Rubinyi, Center for Educational Innovation (Co-Chair)
Donalee Attardo, Office of Information Technology
Michelle Christopherson, University of Minnesota - Crookston
Nanette Hanks, College of Liberal Arts
Linc Kallsen, Office of Budget and Finance
Christine Mueller, School of Nursing
Bob Stine, College of Continuing and Professional Studies

TeachingSupport@UMN

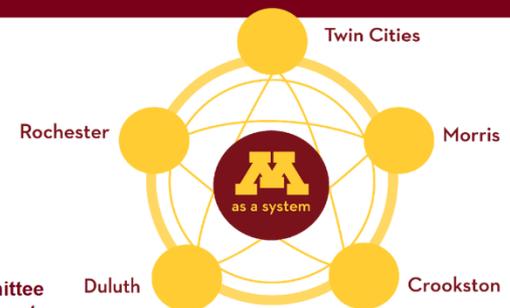
Donalee Attardo, Office of Information Technology
Al Beltz, Center for Educational Innovation
Keith Brown, Office of Information Technology
Kristi Jensen, University Libraries
Donna Johnson, Disability Resource Center
Jeff Lindgren, Center for Educational Innovation
Scott Marshall, Disability Resource Center
Claire Stewart, University Libraries

The Strategic Role of Online Learning at the University of Minnesota

March 26, 2018

Supplementary Materials
Strategy & Operations

University of Minnesota Online Steering Committee
Office of the Executive Vice President and Provost



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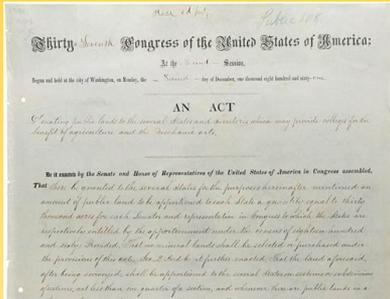
Karen Hanson
Executive Vice President &
and Provost

2017 Provost Charge

1. Develop online learning strategic statement;
2. Design operational support approach;
3. Evaluate current/existing online academic technologies;
4. Build a collaborative approach to providing resources, faculty development, and best practices for online instruction; and
5. Ensure that colleges, academic units, and campuses have guidelines for online teaching and course development.



Why is this strategic for the U of M?



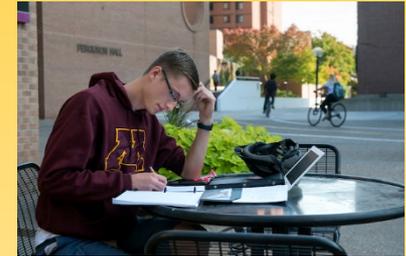
Land Grant Mission



Minnesota Workforce Needs



60 Year Curriculum



Enrollments & Revenue



Undergraduates – schedule flexibility – time to degree



Professional Students – expanding access



Online education, the perfect fit
Amber Oestreich leads a busy life, but through U of M online education she's found the perfect fit. [Read more about online education.](#)

Undergraduate access + degree completion



Provost's Charge #1 - Create a strategic positioning statement about the role and value of online learning at the University of Minnesota

Task group recommendation:

To meet the **educational and workforce needs of Minnesotans, enhance the institution's impact nationally and internationally, and remain competitive in the rapidly evolving higher education landscape, the University of Minnesota must implement a strategic, system-wide approach to the development and delivery of online programs and courses.**



Provost's Charge #2 - Consider how to provide operational support for the strategic growth of online programs.

Task Group Recommendations:

- 1. Agree on a support model**
- 2. Define set of central services**
- 3. Designate a coordination and support unit**
- 4. Set a financial model**
- 5. Support system-wide strategic courses**



Annual Compact Process

Compact & Budget Planning Guidelines for FY19 – Academic Units

Compact and Budget Planning Guidelines for FY20 Academic Units

Budget Planning Guidelines for FY18 – Academic Units

APPENDIX: A

Online Education

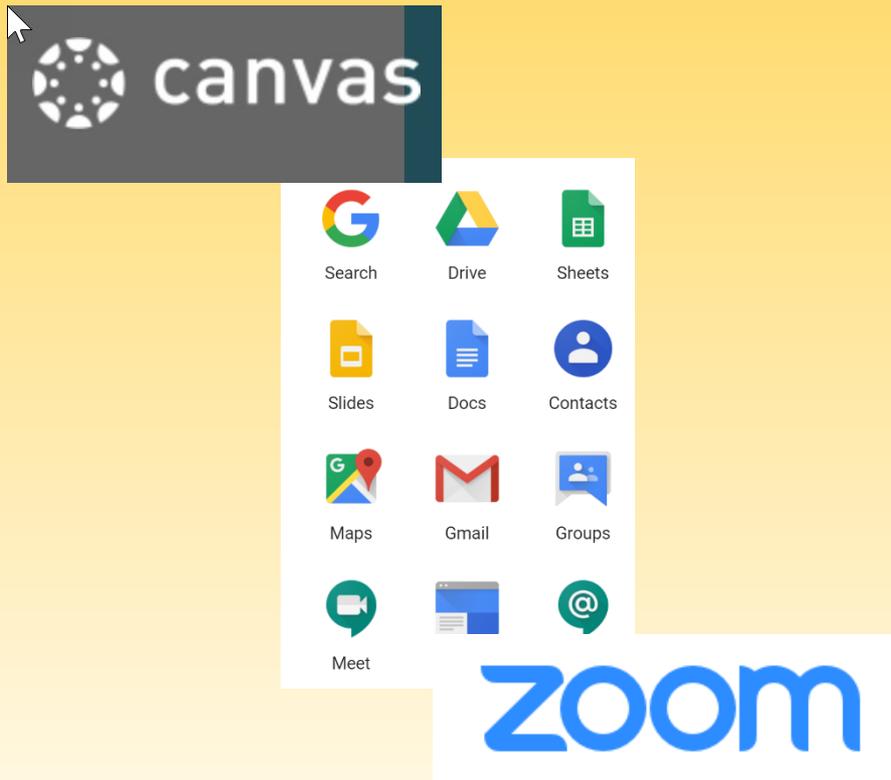
To advance the University's strategic and operational framework for Online Education, Chancellors and TC Deans are asked to respond to the following, as part of their Budget and Compact submission:

- 1) a brief sketch of the nature and extent of your unit's online education activities;
- 2) an account of your aspirations, if any, for additional activity in this arena; e.g.,
 - Are there opportunities to better manage your overall curricular responsibilities with the addition of more online courses?
 - Are there unique courses that might draw a broad audience (across colleges,

Units were asked to report on their online activities and their needs for support as part of the U of M 2019-20 compact and budget planning process.



Provost's Charge #5 - Develop a process to evaluate the efficacy and value of current and emerging system-wide technologies supporting online teaching and learning

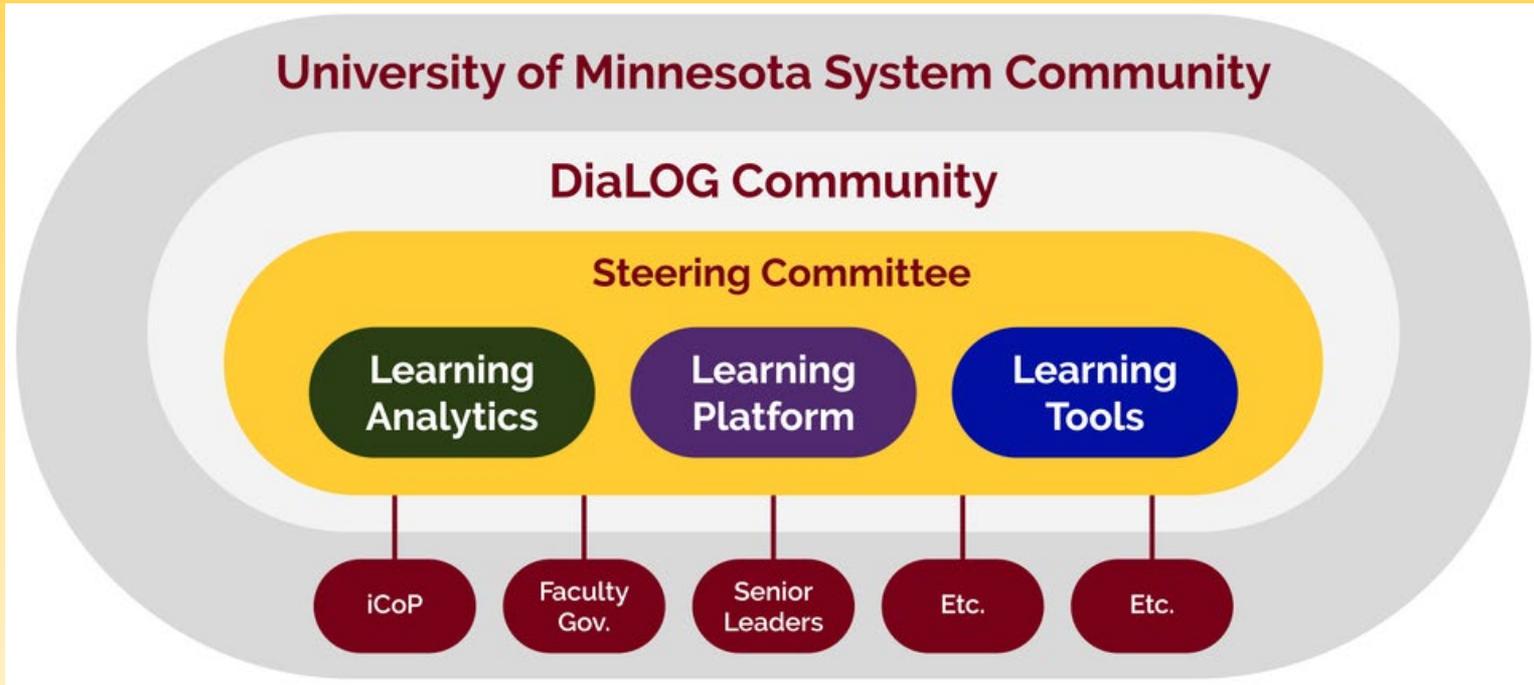


1. Create a standing task group of the U of M Online Steering Committee

2. Enhance the current Canvas/academic technology governance efforts



Academic Tech Governance



Provost's Charge # 3 - Leverage and support Teaching Support@UMN to build a collaborative approach to providing resources, faculty development, and best practices for online instruction.



The Center for Educational Innovation (CEI), Office of Information Technology's Academic Technology Support Services (OIT ATSS), Libraries, and the Disability Resource Center (DRC) will work with academic units to develop these support services and associated web-based self-service resources.



Provost's Charge # 4: Ensure that colleges, academic units, and campuses have guidelines for online teaching and course development.

Center for
Educational Innovation
UNIVERSITY OF MINNESOTA

Key Attributes of a Quality Online Course Below is an overview of elements to consider in the design and teaching of an online course. Consult your [collegiate academic technology group](#) to determine whether they have their own guidelines. Other U of M resources are also available including the [Check](#) (developed by CEHD), [CCC guidelines](#), and Quality Matters. TeachingSupport@UMN can also assist you in this work.

[This document is part of a set of resources [available here](#) to assist U of M faculty, staff, and academic units in creating new courses that meet University and Higher Learning Commission requirements, assigning online academic credits, and promoting the development of high quality courses that include substantive interaction between students and [instructors](#). It was created collaboratively by representatives from academic and technology support units, Academic Technology Support Services, the Center for Educational Innovation, and the Office of Undergraduate Education. (Two Cites.)]

Course Design Elements Common to All Delivery Modes

- | Learning Objectives | Assessments & Measurements | Course Activities & Learner Interaction |
|--|--|--|
| <ul style="list-style-type: none"> Course learning objectives describe outcomes that are measurable and are suited to the level of the course Module/s and are cc objectives All learning learner's p The relat and the cc | <ul style="list-style-type: none"> Assessments align with and measure the stated learning | <ul style="list-style-type: none"> Learning activities promote the achievement of the stated learning |



Course Design Rubric Standards

Current Edition: Sixth Edition

Description: A set of eight General Standards and 42 Specific Review Standards used to evaluate the design of online and blended courses. Annotations explain the applications of the Standards and their inter-relationships. The Rubric has a scoring system used by the Review Team to determine whether a course meets Standards. Essential Standards (3-point Specific Review Standards) must be met during the review and an overall score of 85% of the points possible are required for a course to attain QM certification.

Membership Requirements: Higher Ed Basic, Full, Consortium or System. Individual HE members or those with a Supplemental option that includes it.

Who uses this Rubric?

The Higher Ed Rubric is intended for use with courses. Course Designers use the Rubric to aid in level to which a course meets Standards and highly receive a QM Certification for quality course design.

- Individual Faculty and Instructional Designers
- Four-year Accredited Colleges and Universities
- Community Colleges

Key Features

Unique to the QM Rubric is the concept of **Alignment Assessment and Measurement (3A)**, Instructional M to ensure students achieve desired learning outcomes.

The eight General Standards of this Rubric are:



The Check: A Guide to Online Course Design

The Check was created by CEHD's Digital Education and Innovation Team

Last updated spring 2017

DIGITAL
EDUCATION AND INNOVATION
College of Education + Human Development

CEI, OIT ATSS, Libraries, and DRC will work with academic units and the Vice Provost for Faculty and Academic Affairs, deans, chancellors, and other academic leaders to facilitate development of system-wide guidelines and provide support for unit-level guidelines for high quality online teaching and course development.



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Faculty Development for Online Teaching (FDOT)



Leadership Transition

UNIVERSITY LEADERSHIP

Joan T.A. Gabel takes office as 17th
University of Minnesota System
President

July 01, 2019



OFFICE OF THE
EXECUTIVE VICE PRESIDENT AND
PROVOST

EVPP Position Profile

Position Specification

Executive Vice President and Provost
University of Minnesota

Meet challenges of changing demographics and educational models

- Help initiate and develop college pathways: vigorous efforts to address MN opportunity gaps and strengthen college readiness and access
- Develop and implement a system-wide enrollment management plan, with clarified transfer policies and simplified processes
- Convey effectively the value proposition of the University of Minnesota
- Develop a more coherent approach to online education, both for the TC campus and for the system
- Enhance educational outreach, professional development, and service through a variety of appropriate non-degree options and bundled short courses



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

Moving Forward with Online

- Continue existing support for academic units
- Increase market feasibility studies
- Implement Coursera for Partners
- Monitor and expand e-Proctoring
- Explore Multi-campus offerings
- Comply with SARA and U.S. Dept. of Ed
- Propose piloting “at scale” online programs



Question

What are the main goals you have in developing an online teaching and learning strategy at your institution?





August 2019

Minnesota State Online Strategy Implementation

THE JOURNEY BEGAN...

Online education is a delivery mode of instruction that provided access and scheduling flexibility. However, the requirements necessary to successfully implement a campus-wide effort are broader than simply acquiring technology tools and making them readily available. The institution must assess and modify policies, practices, and resource strategies for the successful effort be fully realized.

- Engage with faculty and students
- Define strategic objectives and resources needed for success
- Persuade others to contribute to the effort

--UPCEA Hallmarks of Excellence in Online Leadership



FRAMEWORK ELEMENTS

Access

Our online education strategy must ensure broad access to higher education across the state

Quality

Our online courses, programs, and services must be of consistent high quality across colleges and universities

Affordability

Online education must be affordable for our students

Collaboration

Our online education strategy must draw on our collective strengths and resources



QUALITY IMPROVEMENT PROCESS (QIP)

Within the QIP site, each college or university will use the QIP framework to *articulate how it currently addresses each topic, identify where gaps exist, and draft a plan for improvement.*

<https://mnsu.sharepoint.com/teams/ENTPR-QIP/SitePages/Launch.aspx>



INSTITUTIONAL INFRASTRUCTURE

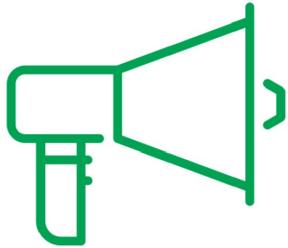


FACULTY & STUDENT SUPPORT



NETWORK FOR EDUCATIONAL DEVELOPMENT

**BUILDING
AWARENESS**



**DEVELOPING KNOWLEDGE,
SKILLS, AND ABILITIES**



**REFLECTING AND
REVISING**



COURSE DELIVERY & COURSE DESIGN



CONTINUOUS IMPROVEMENT & COMMUNITY



One-Time Funding



Annual Funding

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TRANSITIONS: 2019-2020

- ALL colleges and universities complete their Quality Improvement Process
- Minnesota State identifies a replacement program for the Quality Matters Course Review/Certification option to support *Reflecting and Revising* faculty development opportunities
- The name Minnesota Online Quality Initiative (MOQI) will be renamed to Minnesota State Network for Educational Development (NED) to reflect the array of new faculty development opportunities coordinated across Minnesota State



WORK IN PROGRESS: COLLABORATION

The workgroup affirmed that a few action items related to **collaborative online academic programming** and **instructional design support** required additional development and will not be ready for the 2019-2020 academic year.



QUESTION

As you develop and implement your online strategy, how much of this direction should be coming centrally vs. from the instructor or department or college/university?



Additional Questions?



Thank You!

