



# Strategic Plan for Online Education

## Situational Analysis

Completed December 2018 – February 2019

### Enrollment

In alignment with national trends across public universities, enrollments in online courses at the University of Oregon have grown year-over-year for the past six years. Online undergraduate enrollments for the period of fall 2017 to summer 2018 reached 16,218. This one-year enrollment total equates to a 107% increase over the same time period in 2012-2013 (see Appendix A). Enrollment count represents a total of registrations in online courses, which is typically larger than the number of unique students because students may enroll in multiple courses. Adjusting the lens to focus on individual students, 2,998 discreet students enrolled in 80 online courses during winter term 2019.

### Staffing

Online courses at the University of Oregon (UO) have emerged organically at the unit level, without an overarching institutional strategy and without the benefit of common infrastructure. As a result, online efforts are decentralized and unevenly supported across the institution. With regard to staffing, the Lundquist College of Business (LCB) employs one instructional designer and one videographer. The Center for Media and Educational Technologies (CMET), a unit of UO Libraries, employs two instructional designers and two videographers. The College of Arts and Sciences (CAS) funds one instructional design position, housed at CMET. The manager of the Social Sciences Instructional Lab (SSIL) within CAS coordinates and oversees exam proctoring for a limited number of online courses. The Testing Center supports accommodated testing, but does not have capacity for online

Table 1. Positions serving online courses, typically as part of a broader role within the unit.

Position Title	FTE	Unit
Associate Vice Provost <sup>1</sup>	1	Office of the Provost (OtP)
Online Education Liaison <sup>2</sup>	0.6	OtP
Instructional Designer	1	LCB
Instructional Designer <sup>3</sup>	2	CMET
Instructional Designer <sup>3</sup>	1	CAS (housed at CMET)
Videographer	1	LCB
Videographer <sup>4</sup>	2	CMET
Exam Proctor	0.5	CAS (SSIL)
<b>TOTAL FTE</b>	<b>9.1</b>	

<sup>1</sup> This position was hired in October 2018 to coordinate the online initiative

<sup>2</sup> Effort was allocated to this initiative beginning December 2018

<sup>3</sup> These positions will move to Online Education in July 2019

<sup>4</sup> These positions will move to Information Services in July 2019

## Situational Analysis, continued

proctoring. Computing support is available from Information Services (IS) and from the Knight Library Help Desk during regular business hours. Staff in all areas mentioned above serve a broad population (for example, designers support classroom faculty as well as those teaching online; videographers support events and interviews as well as courses; help desks support all UO faculty, staff, and students). As described above, there are many gaps in current service provision, and existing positions certainly do not have capacity to support increased online activity.

### **Infrastructure**

UO has adopted Canvas as an enterprise-level learning management system. VeriCite plagiarism detection software is fully licensed and integrated into Canvas. UO hosts a multi-site WordPress instance. Office 365 is licensed for the entire university. Beyond these enterprise solutions, hardware and software resources, like staffing, are unevenly distributed across the university. As an example, Panopto (an online video platform for capturing, storing, and sharing video) has been adopted by three schools and colleges, but is unavailable to faculty from other units. Likewise, some schools and colleges provide Camtasia licenses that enable their faculty to produce screen casts, while others do not.

Table 2. Software available in support of online courses

Software Title	Availability
Canvas	all credit-bearing courses
VeriCite (plagiarism detection)	all credit-bearing courses
Wordpress (multi-site blogging platform)	available to all faculty
Office 365	available to all faculty
Panopto (lecture capture and streaming video)	College of Education Lundquist College of Business School of Music and Dance
Camtasia	Scattered availability; individually purchased licenses

### **Course Development**

Faculty-developed, pedagogically sound courses are a critical need. LCB and CAS have both financed faculty stipends for online course development through a competitive proposal system. These colleges have partnered with the Teaching Engagement Program (TEP) and CMET to facilitate training during Summer Institute. Nevertheless, numerous online courses have been developed at UO without the benefit of instructional design or faculty development. The University of Oregon Committee on Courses (UOCC) has identified types of online engagement that may be appropriate substitutes for activities typically employed in the classroom. Approval of online and hybrid courses by the UOCC requires an articulated plan for student engagement. Beyond that, however, no standards or minimums have been institutionally defined for online courses. UO is an institutional member of Quality Matters (QM), a nationally recognized program that supports quality assurance. A limited number of UO staff are certified in applying the QM rubric, but no systematic plan exists for reviewing and assessing online courses at UO.

### **Faculty and Student Satisfaction**

Despite existing efforts, students and faculty alike report the current level of support to be inadequate for the number of online course being offered (see Appendix B for a count of courses by term). In other words, as UO plans for growth in online education, the initiative begins from a deficit position. From a student perspective, UO's online courses lack cohesion and a central point of contact to address questions. Technical support is available during business hours, but not available nights and weekends when many students complete online coursework. From a faculty perspective, resources to support online course development and delivery are unevenly distributed. A survey of faculty who taught online in the past eighteen months confirmed that resources are inadequate to meet current demand. Quality standards and guidelines for consistency have not yet been defined.

## Vision, Values, and Priorities

Informed by the situational analysis and conversations with other stakeholders, the UO Online Executive Committee<sup>1</sup> engaged in a process to define the following vision, values, and priorities for UO's online initiative.

### Strategic Vision

Provide flexible learning options that expand access and opportunities for students in Oregon and beyond, empowering them to pursue academic goals and earn highly respected UO degrees.

### Values

- Inclusive, engaged, research-led teaching
- Rigorous, engaging course environment
- Rich educational experience for students
- Equitable access for diverse learners
- Expanded opportunities for students to achieve timely, 4-year degree completion
- Access to undergraduate and graduate education for students who are working, caring for family, or managing other responsibilities
- Flexibility to choose time and location for learning
- Support systems that bolster distributed teaching and learning

### Priorities

- Infrastructure to support research-informed pedagogy
- Cohesive, predictable services for faculty and students
- Partnership with faculty governance through elected senate committees: UO Committee on Courses, Graduate and Undergraduate councils
- Strategic prioritization in developing undergraduate courses for online delivery
- Strategic selection of graduate programs for online development/delivery
- High-quality faculty training and resources
- Personalized student support
- Continuous improvement through evaluation and revision

<sup>1</sup> Executive Vice Provost Scott Pratt, CIO Jessie Minton, and Dean Adriene Lim

## Implementation Plan

An online implementation team was convened late in 2018, representing diverse functional areas of UO (Appendix C). The team conducted an inventory of existing resources during December 2018. UO Institutional Research provided data on existing online courses and enrollments. In February 2019, faculty who had recently taught online were surveyed regarding their perceptions of the experience, the support they received, and the support they felt necessary for teaching effectively online<sup>1</sup>. To complement information gathered via these sources, Associate Vice Provost Gering conducted interviews with individual stakeholders, including personnel from Office of the Provost, UO Libraries, Information Services, Academic Advising, academic deans, chief financial officers of the schools and colleges, instructional designers, and other staff working in supporting roles. Information gleaned from all sources was compiled to form a picture of existing resources and gaps, as presented in the situational analysis.

With the completion of the situational analysis and adoption of strategic priorities, UO's online initiative began moving forward on two fronts:

1. Strategic development of online undergraduate courses (Figure 1).
2. Strategic development of online graduate programs (Figure 2).

The development of online courses targets UO's existing undergraduates, with a goal of providing flexible options for timely degree completion. The strategic development of online programs seeks to attract a new audience of graduate students, with the goal of providing career advancement through flexible master's programs for working professionals. Both endeavors require additional infrastructure in the form of personnel, technology, and student support services. In spring 2019, a new online class fee designed to sustainably fund prioritized needs was approved.

In May 2019, Dean Adriene Lim announced changes to CMET that will be enacted over the summer. CMET will cease to exist as a department within UO Libraries. Canvas administration, support, and contract management will transfer to Information Services as part of the Transform IT initiative. Existing instructional design positions in CMET will be integrated into the online education portfolio.

Figure 1

### ONLINE COURSES

Target Population: **EXISTING UNDERGRADUATE STUDENTS**

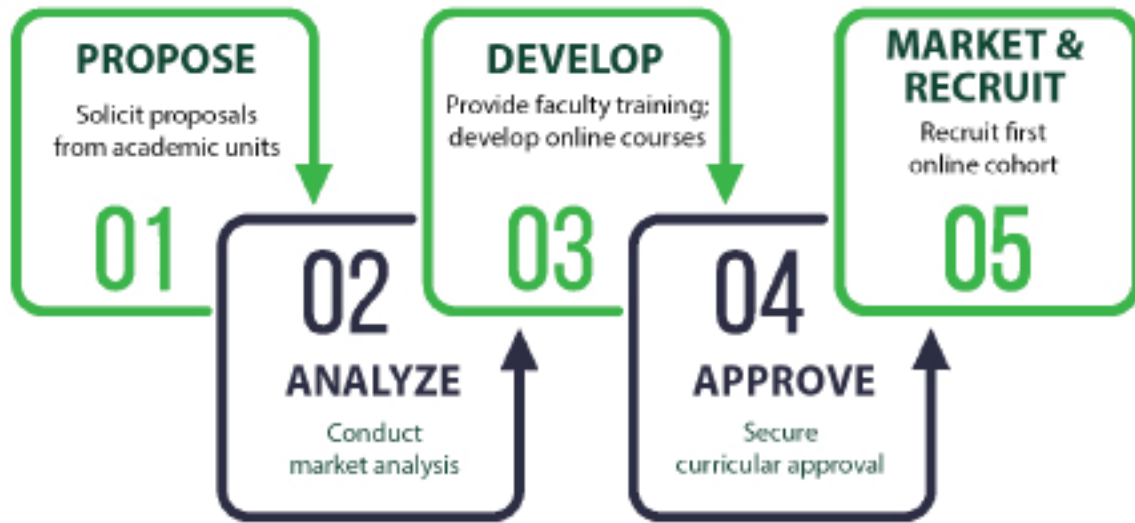


<sup>1</sup> A survey of students who have recently taken online courses is planned for fall.

Figure 2

# ONLINE PROGRAMS

Target Population: NEW GRADUATE STUDENTS



## Summary of Progress to Date (June 2019)

As previously described, the situational analysis was completed during the winter. A budget model was developed and an online class fee was approved for implementation in fall 2019.

Data provided by institutional research were analyzed to identify need for additional online courses that meet core education requirements and BA/BS requirements. Results of these analyses will be used to recommend new online course developments that will support timely undergraduate degree completion. Results also informed selection of participants for the Online Pathway of the Summer Teaching Institute, which was conducted during the month of June.

Interviews for four instructional design positions began in June. Three instructional designers previously housed in CMET will join these new hires, resulting in a total of seven centralized design positions dedicated to online course and program development. The hiring process for a new media producer also began in June. In an effort to build cohesion among distributed personnel working on online courses for individual schools and colleges, a community of practice began meeting biweekly. With regard to student support services, positions for an exam manager and a call center coordinator are to be hired in late summer. Extended help desk hours (20 hours per day, 7 days per week) will be operational for fall term. Screen casting software has been purchased and an enterprise-level software agreement for Panopto has been finalized.

Four proposals for online graduate programs were received at the beginning of May. Market analyses have been completed for two of these programs. Strategic evaluation regarding viability of the other two online programs will continue pending additional research results.

## 2019-2020 Metrics

Metrics for 2019-2020 have been categorized into areas of infrastructure, online courses, and online programs. Milestones, measures of success, and target dates for completion of each item are presented on the following pages in Tables 3, 4, and 5.

Table 3. Infrastructure Metrics

Milestone	Measure	Target Date
Adopt a sustainable revenue model to support online undergraduate courses	Establish budget	completed
	Prioritize expenses	completed
	Forecast revenue	completed
	Approve class fee	completed
Conduct needs analysis	Survey UO faculty	completed
	Interview stakeholders	completed
Identify physical locations for personnel and services	Plan facility use to support growth in faculty-facing and student-facing services*	ongoing
	Identify office space for summer hires*	July 15, 2019
	Identify space for exams and proctoring*	September 1, 2019
Build capacity to support course development	Establish a community of practice for online professionals	completed
	Hire four instructional designers	July 30, 2019
	Establish 6-month workshop schedule for faculty development	July 30, 2019
	Hire media producer	August 15, 2019
License software to enhance course development and delivery	License enterprise level software for video streaming*	completed
	Purchase software licenses for screen casting	completed
Build capacity for student support	Hire exam manager	August 30, 2019
	Hire call center coordinator	September 1, 2019
	License software for chat support*	September 15, 2019
	Launch extended-hours help desk*	October 1, 2019

\* in collaboration with appropriate unit(s)

Table 4. Metrics for Online Course Development

Milestone	Measure	Target Date
Prioritize course development to support undergraduate success	Inventory existing online courses	completed
	Analyze which core education and degree requirements can be met by existing online courses; identify gaps	completed
	Identify critical undergraduate courses for online course development	completed
Facilitate Teaching Online Pathway for Summer Teaching Institute	Announce call for applications	completed
	Select and notify participants	completed
	Train 25 faculty and begin development of new courses*	completed
	Provide ongoing instructional design support for development and delivery	June 30, 2020
	Incentivize iterative course refinement	June 30, 2020
Increase Quality Assurance	Analyze D, F, W rates in online courses*	August 30, 2019
	Solicit and analyze student and faculty feedback	November 1, 2019
	Evaluate need for standards and expectations; engage governance*	December 1, 2019
	Identify high-priority revisions*	December 15, 2019
	Complete high-priority revisions	June 30, 2020

\* in collaboration with appropriate unit(s)

Table 5. Metrics for Online Program Development

Milestone	Measure	Target Date
Select online graduate programs for development	Release call for proposals for on-line graduate programs	completed
	Conduct market analysis for first round of online programs	completed
	Forecast revenue and expenses for each program	September 1, 2019
	Establish tuition price points*	October 1, 2019
Develop online graduate programs	Map development milestones for each selected program*	October 1, 2019
	Train faculty and establish development cohorts	October 15, 2019
	Develop online courses	<i>TBD each program</i>
	Secure curricular approval*	<i>TBD each program</i>
	Secure state approval (if required)*	<i>TBD each program</i>
	Secure accreditation approval*	<i>TBD each program</i>
Prepare to launch online graduate programs	Coordinate with academic units, admissions, registrar, and academic advising*	February 1, 2020
	Hire digital marketing specialist	February 1, 2020
	Hire recruiter	February 1, 2020
	Launch digital marketing campaigns	<i>TBD each program</i>
Evaluate progress, refine targets, and establish next set of metrics	Use data to evaluate success and to identify opportunities and challenges; establish metrics for next phase.	June 30, 2020

\* in collaboration with appropriate unit(s)



## Appendix A

### Undergraduate enrollment in UO online courses over time

This table displays the number of enrollments, not the number of unique students. The number of students will be smaller, as each individual student may have enrolled in more than one course.

Academic Year	Fall	Winter	Spring	Summer	Total	Annual Growth	Five-year Growth
2012-13	1,691	2,039	2,408	1,696	7,834		
2013-14	1,972	2,362	2,755	2,115	9,204	17.5%	
2014-15	2,682	2,967	3,728	3,068	12,445	35.2%	
2015-16	3,221	3,446	3,175	3,883	13,725	10.3%	
2016-17	3,280	3,063	3,742	4,879	14,964	9.0%	
2017-18	2,813	3,632	3,964	5,809	16,218	8.4%	107%

## Appendix B

### Online Course Offerings by Term

	Summer 2018	Fall 2018	Winter 2019	Spring 2019	Annual Total
Undergraduate Sections	148	46	50	54	
Graduate Sections	25	30	30	29	
<b>Total Number of Sections</b>	<b>173</b>	<b>76</b>	<b>80</b>	<b>83</b>	<b>412</b>

## Appendix C

### Online Implementation Team Members

Name	Title	Unit
Connie Brady	Assoc Dean for Finance & Administration	Lundquist College of Business
Ron Bramhall	Assoc Vice Provost for Academic Excellence	Office of the Provost
Jeff Bulkley	Director, Testing Center	Testing Center
Helen Chu	Assoc Dean of Libraries	UO Libraries
Heather Gustafson	Asst Registrar for Operations	Office of the Registrar
Bil Morrill	Asst Director for Technology	Academic Advising
Matt Riley	Chief Technology Officer	Information Services
Robert Voelker-Morris	Online Education Liaison	Office of the Provost