Overview of Open SUNY

December 2013
Why Open SUNY?

What is Open SUNY?

How are we building Open SUNY?

What is the path ahead?

Appendix
Access to and completion of higher education impacts individuals, economies, and societies

<table>
<thead>
<tr>
<th>~2X</th>
<th>Unemployment rate of individuals without any college experience versus those with a bachelor’s degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>~3X</td>
<td>Poverty rate for high school graduates vs. poverty rate for bachelor’s degree recipients</td>
</tr>
<tr>
<td>24%</td>
<td>Percent difference in those reporting they “understand quite a bit about the political issues facing our country” between bachelor’s degree recipients and high school graduates</td>
</tr>
</tbody>
</table>

In New York State alone, there are millions of individuals who need access to high-quality higher education.

<table>
<thead>
<tr>
<th>Potential target student populations in New York State</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Underserved adults</td>
<td></td>
</tr>
<tr>
<td>At least a high school education, but no college degree</td>
<td>6.9 M</td>
</tr>
<tr>
<td>Associate’s or bachelor’s degree</td>
<td>4.2 M</td>
</tr>
<tr>
<td>Currently enrolled students</td>
<td></td>
</tr>
<tr>
<td>Current SUNY students</td>
<td>0.46 M</td>
</tr>
<tr>
<td>Other NYS college students</td>
<td>0.86 M</td>
</tr>
<tr>
<td>High school students</td>
<td></td>
</tr>
<tr>
<td>Juniors and seniors in NYS</td>
<td>0.39 M</td>
</tr>
</tbody>
</table>

Millions more potential students in other states and around the world.

Students face real challenges that impact access, completion, and success… challenges that better online-enabled education from SUNY institutions can solve

Synthesized takeaways from focus groups and interviews with current and potential online students

SUCCESS
I wish all my professors had been as effective at teaching online as the best of them – I feel like I would have learned more…

COMPLETION
I need some extra help to make online work for me

COMPLETION
It will be tough for me to finish my degree because of the costs (e.g., textbooks)

COMPLETION
I need to take courses from another SUNY school at a distance…

ACCESS
The degree I want isn’t offered online by any SUNY institution

SUCCESS
I want to combine the flexibility of online and hands-on learning opportunities

ACCESS
I’m not sure what online degrees SUNY offers / it is hard to find the right program for me

SOURCE: Student focus groups and surveys; Regional Engagement Sessions; interviews with campus staff
At the same time, online education is rapidly and substantially changing the higher education landscape.

<table>
<thead>
<tr>
<th>~20%</th>
<th>Yearly growth rate of students enrolled in at least one online course over the last decade</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;30%</td>
<td>Percent of students enrolled in higher education in the U.S. also enrolled in at least one online course</td>
</tr>
<tr>
<td>69%</td>
<td>Chief academic leaders that say that online learning is critical to their long-term strategy</td>
</tr>
<tr>
<td>~$7,000</td>
<td>Cost of the new online M.S. in Computer Science from Georgia Tech</td>
</tr>
</tbody>
</table>

SUNY already has a strong foundation and is a national leader in online education

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Headcount</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Phoenix-Online Campus</td>
<td>270,000</td>
<td>-10%</td>
</tr>
<tr>
<td>2</td>
<td>American Public University System</td>
<td>124,000</td>
<td>17% (slowing)</td>
</tr>
<tr>
<td>3</td>
<td>Ashford University</td>
<td>89,000</td>
<td>11% (slowing)</td>
</tr>
<tr>
<td>4</td>
<td>Liberty University</td>
<td>60,000</td>
<td>9% (slowing)</td>
</tr>
<tr>
<td>5</td>
<td>Kaplan University</td>
<td>48,000</td>
<td>-16%</td>
</tr>
<tr>
<td>6</td>
<td>Walden University</td>
<td>46,000</td>
<td>-2%</td>
</tr>
<tr>
<td>7</td>
<td>Grand Canyon University</td>
<td>45,000</td>
<td>29%</td>
</tr>
<tr>
<td>8</td>
<td>University of Maryland-University College</td>
<td>41,000</td>
<td>3%</td>
</tr>
<tr>
<td>9</td>
<td>Capella University</td>
<td>36,000</td>
<td>-1%</td>
</tr>
<tr>
<td>10</td>
<td>Western Governors University</td>
<td>36,000</td>
<td>16%</td>
</tr>
<tr>
<td>11</td>
<td>DeVry University</td>
<td>34,000</td>
<td>-11%</td>
</tr>
<tr>
<td>12</td>
<td>Strayer University</td>
<td>31,000</td>
<td>4%</td>
</tr>
<tr>
<td>13</td>
<td>Corinthian Colleges</td>
<td>30,000</td>
<td>16%</td>
</tr>
<tr>
<td>14</td>
<td>Education Management Corporation</td>
<td>30,000</td>
<td>-19%</td>
</tr>
<tr>
<td>15</td>
<td>UMassOnline</td>
<td>22,000</td>
<td>Flat?</td>
</tr>
<tr>
<td>16</td>
<td>Colorado Technical University Online</td>
<td>20,000</td>
<td>-10%</td>
</tr>
<tr>
<td>17</td>
<td>Rio Salado College</td>
<td>20,000</td>
<td>Flat?</td>
</tr>
<tr>
<td>18</td>
<td>Columbia Southern University</td>
<td>15,000</td>
<td>-5%?</td>
</tr>
<tr>
<td>19</td>
<td>Troy University</td>
<td>14,000</td>
<td>-5%?</td>
</tr>
<tr>
<td>20</td>
<td>Penn State World Campus</td>
<td>12,000</td>
<td>16%</td>
</tr>
</tbody>
</table>

SUNY: 16,377 students who are >80% online

SOURCE: IPEDS, SEC, school data, Eduventures estimates. “Online headcount” is defined as students who are enrolled at least 80% online, and excludes students taking one or more online courses as part of an otherwise face-to-face experience.
However, SUNY must raise the bar on online-enabled education to fulfill its obligation to serve New York State

SUNY must continue to evolve for...

**Students and prospective Students**
- Improving the Access + Completion = Success equation for learners by reaching new students and reaching existing students in new ways

**Faculty**
- Ensuring faculty have the tools, support, and services they need for the evolving world of online-enabled education

**New York State**
- Meeting the demanding needs of employers and society by producing graduates with 21st century skills and knowledge

**SUNY institutions**
- Maintaining our competitiveness, innovativeness, and ability to continue to excel at our mission
Open SUNY aims to provide students with the nation’s leading online learning experience. Open SUNY aims to draw on the Power of SUNY and support campuses and faculty to:

- Dramatically expand access to higher education
- Raise completion rates
- Prepare students for success in their lives and careers, and contribute to the economic success of New York State and beyond
Why Open SUNY?

What is Open SUNY?

How are we building Open SUNY?

What is the path ahead?

Appendix
What is Open SUNY?

A cross-system collaboration to create initiatives and services that support campuses and faculty in enhancing online-enabled education to improve student access, completion, and success.

Open SUNY WILL...

- Be a set of initiatives and services
- Enhance our joint capabilities and offerings in online-enabled education
- Acknowledge and build upon successes and ongoing efforts of campuses
- Provide attractive opportunities for campuses while respecting their autonomy
- Evolve continuously to incorporate best practices and shifts in the online landscape

Open SUNY WILL NOT...

- Be a new campus or serve as a degree-granting entity
- Change the authorities of Presidents
- Alter, undermine, circumvent, or otherwise change existing governance processes or models
- Establish a set of mandates for campuses or faculty to conduct online education
Signature Open SUNY supports will be implemented and evolved through partnerships with SUNY institutions

Wave 1 degrees powered by Open SUNY+ are…

- Existing, fully-online degrees provided by faculty from SUNY campuses
- In a variety of high-needs fields
- Representative of multiple sectors and campus types (community colleges, comprehensive colleges, research universities, technology campuses)

Eight degrees powered by Open SUNY+ will showcase and refine core Open SUNY+ supports, including…

Student supports
- Dedicated concierge to help students successfully navigate learning online
- 24/7 customer support hotline, including online tutoring and technical support

Faculty supports
- Resources (including multimedia specialists and librarians) to support the course refresh process
- Enhanced faculty training and community building

Campus and system-wide initiatives and supports
- Publicity and marketing for potential students
- Consulting services to support campuses in assessing institutional readiness (Sloan-C Quality Scorecard)
Open SUNY initiatives and supports can help all campuses meet their goals

### Campus goals

<table>
<thead>
<tr>
<th>Attracting students</th>
<th>Developing programs and institutional capability</th>
<th>Supporting faculty</th>
<th>Enhancing student experience and completion</th>
</tr>
</thead>
</table>

### Degrees powered by Open SUNY+

**Highlighted**
- Open-SUNY.edu navigator
- Engagement with potential students

**Priority**
- Institutional pathways & readiness
- IT enablers

**Focused support**
- Student concierge
- 24/7 service desk
- Online academic tutoring
- Experiential learning

### All campuses

- Open-SUNY.edu navigator
- Online readiness assessment
- Engagement with potential students
- Open SUNY infrastructure
- Institutional pathways & readiness
- Competency development
- Community of practice
- Research & innovation
- Open SUNY Learning Commons
- Experiential learning
WHAT WILL OPEN SUNY’S STUDENT SUPPORTS ACHIEVE?

- Student supports are one key lever for improving completion, which is currently low for online degree programs
- Online students in degrees powered by Open SUNY+ will have access to support services that support improved completion

WHAT ARE THE ELEMENTS OF OPEN SUNY’S STUDENT SUPPORTS?

- A personal concierge who helps students navigate online learning
- 24/7 service hotline and online tutoring
- Navigator that is a single portal to nearly 400 online degrees and 12,000 online sections
- Readiness assessment and exploration course to test students’ aptitude for online learning

WHY IS IT NEW AND DIFFERENT?

- Open SUNY will ensure a high level of quality for student supports across SUNY campuses
- Open SUNY services will be offered at unprecedented scale, eventually supporting improved completion for tens of thousands of students
- Students will have unprecedented 24/7 customer support
- The navigator will serve as a single portal for students to access and explore what SUNY has to offer
WHAT WILL OPEN SUNY’S ACADEMIC INITIATIVES ACHIEVE?
- Academic initiatives will expand access, decrease time to degree, and increase success in the work place

WHAT ARE THE ELEMENTS OF OPEN SUNY’S ACADEMIC INITIATIVES?
- All existing online degrees across SUNY will now by powered by Open SUNY
- Eight offerings powered by Open SUNY+ will also feature Open SUNY’s signature wraparound student and faculty services
- Experiential learning will support success
  - with practical, hands-on training
- The Open SUNY Scale-UP lab will investigate
- higher education models that support working adults
- Open SUNY Global will boost overseas enrollments and connect US students to overseas experiences

WHY IS IT NEW AND DIFFERENT?
- The Open SUNY Scale-UP Lab will bring the Power of SUNY to investigate innovative higher education models in a collaborative, focused way and to explore solutions that could work across sectors and at scale
- All degrees offered by SUNY campuses will now be searchable and discoverable through a single portal
- Degrees powered by Open SUNY+ will showcase services that will eventually be offered at scale
- Open SUNY will look holistically across the entire portfolio of degrees and courses offered by SUNY campuses and fill strategic gaps to better support student access, completion, and success
WHAT ARE THE ELEMENTS OF OPEN SUNY’S FACULTY SUPPORTS?

▪ The Open SUNY Center for Online Teaching Excellence will establish a world-class peer-to-peer network that encourages innovation, develops knowledge, supports course development, and builds community

▪ Open SUNY Learning Commons to enable faculty to connect and collaborate

▪ 24/7 service hotline

WHAT WILL OPEN SUNY’S FACULTY SUPPORTS ACHIEVE?

▪ Open SUNY faculty supports will encourage and recognize faculty engaged or interested in online education, providing extraordinary professional development opportunities and improving the quality of online education for students

▪ Faculty will receive extensive support regardless of their existing expertise in online teaching

WHY IS IT NEW AND DIFFERENT?

▪ The Center will establish formalized peer-to-peer connections and deeply engage SUNY faculty

▪ The Center will be SUNY-wide and include campuses that historically have not been extensively served by SLN

▪ The Center will provide mechanisms to push research-driven innovations and disseminate best practices

▪ The Center will provide a structure for faculty to “create their own journey” in online education
WHAT WILL OPEN SUNY’S CAMPUS AND SYSTEM-WIDE SUPPORTS ACHIEVE?

- Campus and system-wide initiatives and supports will provide the infrastructure, policy backbone, and shared capabilities to let campuses fund and deliver Open SUNY supports.

WHAT ARE THE ELEMENTS OF OPEN SUNY’S CAMPUS AND SYSTEM-WIDE SUPPORTS?

- Institutional readiness process
- Portfolio of potential best practices from across SUNY
- IT and other infrastructure
- Legal, financial, and other policies
- Monitoring and evaluation
- Robust communications with stakeholders

WHY IS IT NEW AND DIFFERENT?

- Institutional pathways and readiness processes will now be made available to all SUNY campuses
- SUNY’s campus-based approach to building Open SUNY will be distinctive—by fostering inter-campus interactions and raising campuses’ overall capability levels, SUNY will build its online platform sustainably and collaboratively.
Why Open SUNY?

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How are we building Open SUNY?

What is the path ahead?

Appendix
Open SUNY is being shaped through a rich set of inputs including extensive cross-system involvement.

- Cross-system teams and extensive engagement efforts
- Student and prospective student perspectives and insights
- Rich history and experience of SUNY institutions in online-enabled learning
- Insights from employers and the higher education sector
Open SUNY builds on a 20-year track record of investment, innovation, and impact in online-enabled education

1994: Initiated system-wide asynchronous learning network with grants from Sloan Foundation

1995: Launched the first online multi-institutional Learning Management System that scaled to support 40+ institutions

1996: Launched system-wide online faculty development and online course design processes

2000: SUNY’s SLN became the second-largest asynchronous learning network in the country

2011: SUNY online students passed the 85K mark. Established Chancellor’s Advisory Committee on Online Education (part of Getting Down to Business Initiative)

2012: Online faculty developed through SLN surpass 5,000 mark, along with thousands more developed by campuses. There are nearly 400 online degree programs and 12,000 online course sections

2013: Announced Open SUNY launch challenge, State of University address
Open SUNY engagement by the numbers

- We’ve surveyed... 
  - over 7,000 students in quantitative surveys...
  - 50 students in focus groups and interviews...
  - and 12 employers in 6 high-needs fields

- We’ve been to... 
  - 10 Regions...
  - and 25 major presentations to SUNY stakeholders and staff

- We’ve spoken with... 
  - representatives from 63 out of 64 campuses...
  - and 300 people in four months

- We’ve had... 
  - 6,000+ visits to our website...
  - with 5,000+ unique visitors...
  - and almost 100 requests to receive updates

All of these perspectives have helped inform development of Open SUNY
Representatives from across SUNY have been broadly involved in designing and implementing Open SUNY.

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul – Sept 2013</td>
<td>Translate Open SUNY vision into detailed design</td>
</tr>
<tr>
<td>Feb – Sept 2014</td>
<td>Prepare to launch Open SUNY at scale in September 2014</td>
</tr>
<tr>
<td>Oct 2014 and beyond</td>
<td>Continue innovating and improving on Open SUNY</td>
</tr>
</tbody>
</table>

Over a dozen groups, with over 60 representatives from different roles and sectors across SUNY:

- Provost Open SUNY Advisory Committee
- Academics and curricula working group
- Student supports project management teams
- Student supports functional experts
- Faculty supports project management teams
- Faculty supports functional teams
- Faculty supports functional experts
- Open SUNY partnership functional team
- Delivery unit project management team
- Delivery unit functional teams
- Six partner campus teams

Four groups, with 16 representatives from different roles and sectors across SUNY:

- Provost Open SUNY Advisory Committee
- Student experience working group
- Integrated business case working group
- Academics and curricula working group
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Why Open SUNY?

What is Open SUNY?

How are we building Open SUNY?

What is the path ahead?

Appendix
We are planning to introduce Open SUNY to the world in January 2014

- Select and collaborate with 6-8 distinctive existing online degrees that will be introduced in January as degrees “powered by Open SUNY+”
- Create a program navigator to help prospective students identify online-enabled degrees
- Develop a public relations strategy to build awareness and interest
- Implement extensive supports for students in programs powered by Open SUNY+, including 24/7 customer service, online academic tutoring, readiness assessment, and a personal student concierge
- Design and launch a faculty center to facilitate a peer-to-peer faculty network promoting excellence in online education
- Orchestrate communications campaign for both potential students and SUNY internally
- Lay the groundwork for an at-scale model to be launched in September 2014, including selection of additional high-needs programs to be powered by Open SUNY+

Timeframes:
- Translate Open SUNY vision into detailed design: Jul – Sept 2013
- Prepare to launch Open SUNY at scale in September 2014: Feb – Sept 2014
- Continue innovating and improving on Open SUNY: Oct 2014 and beyond
## Open SUNY milestones

### January 2014
*Introduce Open SUNY to the world and showcase its core principles*

In January, Open SUNY will be introduced with…
- Limited release of high-needs degrees powered by Open SUNY+, with dedicated student concierges, guaranteed experiential learning, and dedicated course refresh teams
- Website and online degree / course navigator
- 24/7 customer service hotline and online tutoring
- Establishment of a formal SUNY-wide ecosystem for promoting excellence in online teaching and learning
- Initial faculty and IDs designated to fill roles in faculty community
- An announcement in anticipation of formal launch in September

### September 2014
*Formally launch Open SUNY at scale*

In September, Open SUNY will be formally launched with…
- Additional high-needs degrees powered by Open SUNY+, with enhanced supports and guaranteed experiential learning
- Degree ladders and consortia in high-needs areas
- Expanded student supports, including additional concierges
- A community college pilot for innovative models for higher education

### September 2015 and beyond
*Improve and innovate on Open SUNY*

In 2015 and beyond, Open SUNY will keep improving and innovating with…
- Fully-online degree ladders for the top high-needs NYS disciplines
- Skill remediation and workforce development offerings powered by Open SUNY+
- Clear interconnections with major initiatives such as START-UP NY
- Open educational resources
- Student computer program
- Additional efforts on PLAs, third-party content, and competency-based learning
- Open SUNY Global
What is Open SUNY?

How are we building Open SUNY?

What is the path ahead?

Appendix
<table>
<thead>
<tr>
<th>What you might have heard / thought</th>
<th>The reality</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Open SUNY and online education is a smokescreen for job cuts.”</td>
<td>To meet the goal of educating another 100,000 students, SUNY will need <em>more</em>, not <em>fewer</em> faculty.</td>
</tr>
<tr>
<td></td>
<td>A large and growing portion of the higher education population needs online-enabled learning due to their life situations (e.g., work, families). These students will go to another university if we do not serve them well—in fact, in 2012, the most popular transfer destination for SUNY students was the University of Phoenix. This would create ever-greater pressures on SUNY’s financial situation, which would increase (rather than decrease) the risks to faculty and to our students.</td>
</tr>
<tr>
<td></td>
<td>The greatest risk to faculty job security is SUNY not responding to the fast-evolving needs of students and the offerings of competitors, particularly in the area of online-enabled learning.</td>
</tr>
<tr>
<td>“Open SUNY will try to remove faculty control of the curriculum and modify academic standards.”</td>
<td>Faculty will retain full control of the curriculum and academic standards.</td>
</tr>
<tr>
<td></td>
<td>All changes to SUNY policy will be made through the well-established shared governance processes.</td>
</tr>
<tr>
<td></td>
<td>There are many intriguing developments in higher education (e.g., Prior Learning Assessments; competency based learning) that represent both potential opportunities and challenges to our traditional models. We would be ill-advised to ignore them; we should explore them to better understand where they makes sense for students and campuses (e.g., PLA for returning veterans with immense non-credentialed experience).</td>
</tr>
<tr>
<td>What you might have heard / thought</td>
<td>The reality</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>“Open SUNY will force our faculty to accept credits…”</td>
<td><strong>Bottom line is that faculty will retain control over their curriculum and the quality level required for credit.</strong></td>
</tr>
<tr>
<td>“… from other SUNY institutions”</td>
<td>Through a faculty-led process, we now have a policy that will provide students with seamless transfer opportunities across the system. When it comes to cross-registration, students are required to receive approval from their home institution before pursuing credit elsewhere.</td>
</tr>
<tr>
<td>“… from MOOCs”</td>
<td>As with other related issues, shared governance mechanisms and the voices of faculty will be at the heart of any decisions around credit transfer. We understand that as technology and offerings evolve over time, there will be new considerations related to MOOCs and other new forms of delivery that could be impacted by seamless transfer, but SUNY will observe an inclusive governance process as new technologies and deliveries are developed.</td>
</tr>
<tr>
<td>“… from PLAs”</td>
<td>Currently, the Provost’s Open SUNY Advisory Committee has a committee considering the issues, implications, and recommended models for MOOCs and PLAs. This will provide a valuable start to what will be a lengthy conversation about these issues across the SUNY community.</td>
</tr>
<tr>
<td><em>that we do not think provide the level of learning / rigor we demand.</em>”</td>
<td><strong>There are good models for protecting faculty intellectual property (IP) in the digital world, and Open SUNY will support their broader adoption.</strong></td>
</tr>
<tr>
<td>“Open SUNY and efforts to expand online-enabled learning risk my / my colleagues’ critical intellectual property.”</td>
<td>First, there are campuses that have clear, specific policies and methods for protecting faculty IP. The Open SUNY team will help ensure these IP models are more widely available and ease implementation through creation of “model policies.” Second, the Open SUNY team will engage with campuses and the General Counsel staff to identify major IP questions and develop overarching responses and solutions that address faculty concerns.</td>
</tr>
<tr>
<td>What you might have heard / thought</td>
<td>The reality</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>“We will all be forced to teach online.”</td>
<td>There is <strong>absolutely no system effort or intention to require online teaching from all faculty</strong>. Faculty should expect to see incentives and supports to develop online courses / degrees and to enhance their online teaching capabilities. Open SUNY aims to help faculty and campuses who are excited about online-enabled learning to pursue the opportunity. It also hopes to create networks to connect faculty who are exploring online-enabled education to peers of theirs that are farther along the journey.</td>
</tr>
<tr>
<td>“Open SUNY will turn teaching into a cookie-cutter process, forcing standardization.”</td>
<td>Online-enabled education, like all education, is best facilitated by high-quality pedagogy and skilled, knowledgeable faculty using methods that have been proven successful through research. These tenets will help set standards of quality, but will not be used to standardize online offerings. SUNY faculty are models for high-quality education, and Open SUNY will aim to build upon that level of quality; it will never seek to diminish or restrict the immense talent that our faculty bring to the classroom.</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>“Open SUNY will lead to a proliferation of low-quality online education.”</td>
<td></td>
</tr>
</tbody>
</table>
**Goals for Open SUNY end-state**

- **Make online offerings available at scale**, reaching previously underserved populations in need of higher education
- **Support student discovery** to identify the right program to meet their needs
- **Enable students to connect anytime, anywhere, and through different channels** with innovative course models

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**Themes for the Open SUNY end-state vision**

**Dramatically expand ACCESS to higher education**—in New York and beyond—by providing a comprehensive online education offering at scale

**Improve COMPLETION** by providing flexible online education and supporting students through their educational journey

**Prepare students for SUCCESS** in their lives and careers and contribute to the economic success of New York State and beyond

**Foster an unrivaled environment for faculty and campuses** to leverage online technology to support their educational mission and approach

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**Recognize prior learning** by assessing and awarding credits

**Let students earn credits faster and cheaper** with a mix of on- and off-line mobility aids

**Ensure students are proactively and adequately supported** in completing their degree

**Develop open educational resources**, including courses, books, and courseware, to lower costs for students and simplify course development for faculty

**Design programs that develop student skills and competencies** required for the workforce

**Integrate credit-bearing experiential learning** into degree programs

**Measure educational outcomes and student success** with a clear assessment methodology

**Increase SUNY student competence in 21st century technology skills**

**Invest in a world-class peer-to-peer faculty network** supporting online education

**Expand SUNY faculty reach and classroom tools** with third-party content

**Fully realize the Power of SUNY** to provide tools, technology, and support for all campuses

**Shape national dialogue** on how faculty and students can together achieve educational results through online education
## Exploration course and readiness assessment

### What it is

- **Exploration course**
  - Short simulation of an online course to familiarize potential students with the process of learning online

- **Readiness assessment**
  - Self-assessment for students to understand what it takes to succeed in an online course and determine whether they are ready; may be a single assessment, a battery of quizzes, or a short course tied to an assessment

### Implementation plan

- Scale up strong resources and make them available system-wide
- Enter into contract with external provider (e.g., SmarterMeasure) at the system level for campuses that do not have an assessment
- Continue to encourage campus-specific efforts (e.g., online quizzes and toolkits, currently provided through most campuses' online learning portal)

### Timing

- Announced in January 2014
- Launched mid-spring; will target potential students for fall 2014

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**Readiness assessment**

Self-assessment for students to understand what it takes to succeed in an online course and determine whether they are ready; may be a single assessment, a battery of quizzes, or a short course tied to an assessment

- Work with faculty and lecturers to develop short course
- Designate 1-2 faculty members and 3 TAs to flesh out course design and facilitate course instruction

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**Exploration course**

- Available in January 2014
- Integrated into student outreach efforts
- Assessment results integrated into student concierge platform
Navigator v1.0 will allow users to find SUNY degrees, get degree info, and explore online learning through courses and assessments.

Search tool enabling degrees and courses to be searched using a search bar and filters.

Icons indicate which Open SUNY signature supports are offered.

Degrees powered by Open SUNY+ are highlighted and appear first.

Degrees and courses listed on website in an easy-to-read, consistent format.

Degree or course description readily available.
There are two proposed components for the high-touch student support model.

**Student services hotline**
- Universal hotline and web portal for all students with 24/7 access
- Serves as a central point of access for **24/7 service hotline** and **subject-specific academic tutoring**
- Student calls 1-844-OPEN-SUNY or visits an online web portal, which directs them to the service they need. The same phone number can also link students to their concierge.

**Personalized student concierge**
- Highly trained individual personally assigned to 180-200 students
- Core responsibility is to resolve all student issues
  - Proactively provide academic advising and skills coaching
  - Track student performance and intervene as necessary
  - Respond to student outreach
- Concierge meets with each student at the start of the semester; subsequent touch points are based on student need.

*TO BE TESTED WITH PARTNER CAMPUSES*
Wave 1 programs were considered collectively and individually against a set of criteria

Collectively, the selected programs had to:

✓ Clearly contribute to the social and economic good of NYS
✓ Represent a mix of undergraduate- (associate’s and bachelor’s) and graduate-level programs, across campus sectors
✓ Bring sufficient quality and distinctiveness to be part of the first wave of degrees powered by Open SUNY+

Individually, each program had to:

✓ Be distinctive within the SUNY system
✓ Demonstrate the capacity and commitment to implement Open SUNY supports for students (e.g., concierge, tutoring) and faculty at their campus and to inform development of a model for implementation beyond their campus
✓ Express the ability and willingness to grow enrollment
✓ Exhibit openness to forging collaborative partnerships with other campuses (e.g., degree ladders)
✓ Have far-reaching support on its campus for the program and for online-enabled education more broadly
Overall selection process for the first wave of degrees to be powered by Open SUNY+

Overall process for selecting the first wave of degrees to be powered by Open SUNY+

- Design and refine selection criteria based on broad input
- Use criteria to shorten list and gather additional data from short-listed programs
- Gather input on degrees to be selected from the Provost’s Open SUNY Advisory Committee
- Final data-gathering and partnership discussions with potential campuses

The Provost’s Open SUNY Advisory Committee will play a leading role in selecting the next wave of programs to be powered by Open SUNY+
Principles for end-state selection of offerings powered by Open SUNY+

The investment strategy for offerings powered by Open SUNY+ will prioritize…

- **High-needs fields**: By focusing on disciplines in high demand by the NYS economy, Open SUNY will increase the likelihood of student success in the workplace and fuel economic growth across the state; SUNY signature programs that meet student demands in niche areas will also be in scope.

- **High quality & continuous improvement**: A commitment to rigorous quality standards will mean that offerings powered by Open SUNY+ will bring the best of SUNY to online students; a regular refresh cycle will be an important mechanism to ensure online offerings keep pace with the most effective online teaching and learning approaches.

- **Ladders to opportunity**: Encouraging SUNY institutions to work together to build laddered online degree programs, particularly from the associate’s to bachelor’s level, will provide students increased choice and opportunity.

- **Collaboration over competition**: The creation of consortia in areas where similar and / or complimentary programs exist will strengthen all programs by enabling specialization of curriculum, enhanced student and faculty supports, and expanded reach.

- **Willingness to innovate**: Open SUNY will tap into the power of innovation to deliver better offerings and outcomes for students and will seek partners willing to serve as early adopters of innovative teaching and learning models.

- **Pipeline of programs**: Given the time and resources required to launch new and / or newly online programs and foster collaboration across campuses, a spectrum of programs ranging from established, fully online offerings to new degrees will be selected each year to become powered by Open SUNY+.

- **Institutional readiness**: The success of Open SUNY rests with SUNY campuses; to build a robust online education infrastructure across the system, campuses will be encouraged to move beyond discrete investments in one-off degrees to executing against institution-wide online education strategies.
SUNY will launch a lab to pilot and scale new teaching and learning models across the system.

Current thinking on Open SUNY Scale-UP Lab

What could the Open SUNY Scale-UP Lab be?
- The lab could be a permanent body co-led by campuses
- The lab could fund and manage pilots and supports scale-up of proven models across the system

How could the lab support piloting of new models?
- Award funding to initiate and run pilots at partner campuses
- Bring together the right resources to ensure appropriate design and data collection during pilots
- Provide project management and planning support to pilots that are underway

How could the lab support scaling of new models, once proven through pilots?
- Award funding to campuses looking to implement new models at scale
- Package proven models for delivery to campuses looking to implement new models at scale
- Offer advisory and implementation services to campuses during implementation

Explore innovative teaching & learning models to:
- Lower cost of education
- Reduce time to degree
- Accommodate different learning styles
- Increase flexibility in degree pathway
- Increase completion rates
The lab could support three high-priority models when it launches in 2014 and continuously identify further models for future support.

**Potential models prioritized for launch**

1. **Prior learning assessment**
   - How to develop a universally acceptable system of assessing prior learning for credit and scale it cost-effectively.

2. **Competency-based learning**
   - How to integrate competency-based learning within the existing educational system and how to support faculty in making the transition.

3. **Credit for third-party content**
   - Whether and how to integrate third-party educational content into students' learning pathways while improving student outcomes.

**Future initiatives**

New teaching and learning models will be continuously identified and prioritized to ensure SUNY remains on the leading edge of innovation in higher education.
The Open SUNY Center for Online Teaching Excellence will support Fellows with research, competency development, course support, and community.

Open SUNY Center for Online Teaching Excellence

<table>
<thead>
<tr>
<th>A</th>
<th>Research &amp; innovation</th>
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<tbody>
<tr>
<td>Research &amp; innovation unit within the center that supports research and experimentation in teaching through:</td>
<td>Comprehensive training taught by faculty experienced in online education and delivered through workshops, webinars, and graduate-level certified courses, covering:</td>
</tr>
<tr>
<td>Setting research agenda</td>
<td>Pedagogical approaches</td>
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<tr>
<td>Awarding funding</td>
<td>LMS platforms</td>
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<tr>
<td>Documenting and publicizing findings</td>
<td>Education technologies</td>
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<tr>
<th>B</th>
<th>Competency development</th>
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<tbody>
<tr>
<td>Support through course development and delivery, provided by a team of:</td>
<td>Expert peers acting as instructional design coaches</td>
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<td>Expert peers acting as instructional design coaches</td>
<td>Content discovery specialists to help discover content</td>
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<tr>
<td>Content discovery specialists to help discover content</td>
<td>Multi-media specialists to help create content</td>
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</table>

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<tr>
<th>C</th>
<th>Course support</th>
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</thead>
<tbody>
<tr>
<td>A community of peers with strong interconnections enabled by:</td>
<td>Online forums powered by Learning Commons</td>
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<td>Regular calls, webinars, and workshops hosted by the center</td>
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<td>Annual conferences hosted by research &amp; innovation and competency development</td>
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<tr>
<th>D</th>
<th>Community of practice</th>
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Research and Innovation will be guided by an Innovative Instruction Research Council composed of members from across SUNY.

A new Innovative Instruction Research Council, chaired by the SUNY Vice Chancellor and Provost, will help articulate a SUNY-wide focus on innovative instruction research through cross-campus collaboration.

- Identifying pedagogical trends and innovations
- Facilitating innovative campus-based contributions
- Monitoring dissemination of project findings
- Supporting community of practice
- Identifying barriers to instructional collaboration

Identifying and making recommendations to the Provost on barriers to and incentives for instructional collaboration.

Facilitating campus-based contributions through Innovative Instruction Technology Grants and related initiatives.

Overseeing the dissemination of project findings to ensure SUNY faculty and instructional staff benefit from innovation. Identifying opportunities to scale up proof-of-concept projects to multiple campuses.

Contributing to broader bodies of knowledge through the Center for Online Teaching Excellence, SUNY Learning Commons, and other communication vehicles. Supporting scholarship and communities of practice.
A comprehensive set of trainings designed around faculty needs will provide competency development opportunities.

Best-practice structures and formats for core training sets, with each set targeting a unique faculty/course development model. Training content packaged for delivery by experts across SUNY.

Fundamentals of online teaching & learning

Core online competency development

Advanced online competency development

Online pedagogy certification

Online teaching certification

Instructional design certification

Optional courses and workshops available on advanced topics, such as subject-specific pedagogies, taught through workshops and credited courses.

Opportunities provided to interested faculty to gain accredited certification in online teaching and/or instructional design, with credits awarded for previously received training.

Online-delivered fundamental resources for faculty interested in online education; examples include:

- Is online education right for me?
- How does online education differ from traditional education?

1. Accreditation provided through a partner campus
Faculty are supported through the course development and delivery cycle by a team of experts.

Course development support
Formal team support for faculty going through new development or major refresh of an existing course:
- An expert peer (ID or faculty) providing instructional design expertise (20% dedicated to the team)
- A multimedia specialist (20% dedicated to the team)
- A librarian specialized in helping discover and use existing content (20% dedicated to the team)

Faculty course development/refresh support is delivered through a formalized process for courses in degrees powered by Open SUNY+.

Learning review
A session at end of course delivery to:
- Go over the experience with instructional designer, collect feedback, and codify any lessons learned for continuous improvement

Course delivery\(^1\) support
Informal support provided during the course delivery process, consisting of:
- Instructional designer to provide on-call support as needed
- 24/7 help hotline\(^2\) offering technical help

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1 Course delivery refers to first delivery of a newly designed or refreshed course
2 Not a part of COTE but provided as a separate service
Course development support is formalized through a “course development team” that brings together the required resources.

The campus director/dean of online learning and COTE course support service coordinator work closely to staff and support teams.

The team comprises the faculty, an Expert instructional designer or faculty with instructional design expertise, an instructional multimedia developer, and a digital age librarian with content discovery expertise. The team works together closely for a 4-month period to enhance an existing course or develop a new course.

The team has access to additional resources in the form of a 24/7 help hotline to help resolve technical issues.
COTE fosters a community of practice through explicit actions, as well as through research, teaching, and support networks.

<table>
<thead>
<tr>
<th>Learning Commons</th>
<th>Communication</th>
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</thead>
<tbody>
<tr>
<td>▪ An online community enabled through SUNY Learning Commons, where members can create profiles, connect, share documents, ask questions, and get advice on a wide range of issues</td>
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<tr>
<td>COTE will keep members fully informed of its services and future road-map, latest events as well as relevant internal and external news</td>
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<tr>
<td>Information will be delivered through the website and through the Commons portal</td>
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<table>
<thead>
<tr>
<th>Conferences, webinars &amp; workshops</th>
<th>Inter-campus research and support networks</th>
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<tbody>
<tr>
<td>▪ Regular research and training events such as conferences, webinars and workshops designed around the various roles and member interests to encourage development of community</td>
<td></td>
</tr>
<tr>
<td>▪ Research collaborations between campuses will be encouraged and prioritized</td>
<td></td>
</tr>
<tr>
<td>▪ Course development support will aim to foster inter-campus connections within subject areas to enhance system community</td>
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</table>

1 Inter-campus Instructional Designers will be assigned based on feasibility of resourcing and campus agreements.
Community of practice is built on roles that allow Fellows to be recognized and supported as online education practitioners.

**“Exemplar, coach, and mentor”**
Faculty member who demonstrates exemplary online teaching practices and the ability to cultivate effective, engaging teaching and learning environments. Willing to dedicate time to coach and mentor others.

**“Interested in online-enabled education”**
Faculty member or instructional designer who has no or light experience in online education. Interested in learning more about effective online teaching practices and about the design of effective online teaching and learning environments.

**“Expert instructional designer”**
Faculty member or professional instructional designer who has certification and expertise in creating effective online teaching and learning environments. Willing and able to formally serve as an online instructional designer within SUNY.

**“Innovator and/or researcher”**
Faculty member engaged in scholarly work on how people teach and learn in technology-mediated environments, and/or engaged in innovation utilizing practices or technologies that push the boundaries of online education.

**“Experienced online practitioner”**
Faculty member or instructional designer who has training and experience in teaching online or in helping create effective teaching and learning environments. Recognizes that effective online teaching is iterative and incorporates current best practices.

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1 An instructional design role fulfilled by instructional designers and faculty with the right expertise
The community roles allow Fellows to ‘create their own journey’ in online education.

Experienced online practitioners can further commit to supporting the community through roles that align with their interests.

Community roles reflect individual commitment to champion various elements of an effective online education eco-system.
The center will be part of the Jan 2014 announcement and will operate as follows:

**Membership**

Nomination process:
A nomination process for potential Fellows will be developed by a SUNY-wide team of faculty, instructional designers, and campus staff. The nomination process will be launched by mid-December and will be open to interested faculty and instructional designers. Faculty who become Fellows before the introduction of Open SUNY in January will be recognized at launch, but the nomination process will continue to operate after launch.

**Research & innovation**

- Research & Innovation council announced, composed of experienced faculty from across SUNY
- Research & Innovation council mission published, together with timeline for research agenda publication, key meetings, grant dates, etc.
- COTE Fellows invited to events focused on Research & Innovation hosted by the Community group in collaboration with Research & Innovation

**Competency development**

- Best practices framework and overall structure of training released, including possible details of accreditation with university partner
- Consortia or group formed to ensure clarity and consistency in faculty development across SUNY
- Faculty identified to develop new training modules or courses required

**Course support**

- Course development and enhancement process announced for programs powered by Open SUNY+
- Faculty teaching courses in degrees powered by Open SUNY+ will be eligible to receive the extensive support service available through COTE
- COTE will facilitate adoption of course support model and identification of resources by campuses without degrees powered by Open SUNY+

**Community of practice**

- SUNY Learning Commons group for COTE launched
- COTE info-site or web-site launched
- Timeline of major upcoming events published on the site
Visit the website to learn more about the Open SUNY Center for Online Teaching Excellence and to stay informed about new developments

http://commons.suny.edu/facultycenter

1. Visit the site to learn more about the center and stay informed

2. Help us name the center, use form on website to suggest a name

3. Sign up to join the community of practice when the membership goes live!
Goal: Increase the capacity of campuses to ensure quality and success in online learning across the system, by…

Increasing awareness of campus leadership of what it takes to ensure quality and success

Facilitating self-assessment to identify campus best practices and determine where gaps exist that need to be closed

Facilitating implementation planning to ensure that best practices are sustained and ensure that gaps will be closed

Enabling benchmarking and the sharing of best practices between campuses for ongoing continuous quality improvement across the SUNY system
The Open SUNY Institutional Readiness effort uses a national framework that links with key accreditation and approval processes.

Sloan-C Quality Scorecard Quality Framework

70 indicators across 9 categories:
- Quality Institutional Support
- Technology Support
- Course Development and Instructional Design
- Course Structure
- Teaching and Learning
- Social and Student Engagement
- Faculty Support
- Student Support
- Evaluation and Assessment

The Sloan-C Framework aligns closely with:
- Middle States accreditation standards for distance learning
- NY State Education Dept. Distance Education criteria for program approval process
Campuses can opt-in to an engagement process to enhance their campus capability for providing online-enabled learning.

### Optional Open SUNY Institutional Readiness Campus Consulting Engagement Process

<table>
<thead>
<tr>
<th>Overview of process and campus commitment / expectations</th>
<th>Self-assessment</th>
<th>Implementation planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 hours (virtual or on campus)</td>
<td>1 day (on campus)</td>
<td>1 day (on campus)</td>
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</table>

#### Engagement with campus leadership and could include campus community
- Campus background and strategy/goals for online learning
- Update on Open SUNY and discussion of campus role
- Review of Sloan-C Quality Scorecard - Nine categories of quality and 70 indicators
- Outline process and time frame for deliverables

#### Self-assessment
- Individuals complete self-assessment
- Facilitated discussion to determine consensus ratings
- Identify best practices
- Identify areas where gaps need to be closed to meet requirements of quality indicator

#### Implementation planning
- Individuals document best practices
- Individuals identify possible actions to close gaps
- Proposal from leadership team to President for comprehensive implementation plan:
  - Org structure
  - Sustain best practices
  - Close gaps
  - Benchmarking
  - Continuous quality improvement

For more information on the Institutional Readiness Process, please contact Kim Scalzo (kim.scalzo@suny.edu) or 518-320-1860