

**Online Learning Taskforce  
Recommendations  
July 7, 2014**

Given the growing number of courses for each major available online, the demand for online offerings by students, the potential for enrollment growth, and the potential for a strong MSU Denver presence in the online education arena, the Online Learning Taskforce puts forth the following recommendations with the goal of improving and expanding the online learning experience at MSU Denver.

**Background**

The Online Learning Taskforce started meeting in November, 2013 with the primary task of completing the HLC change request application requesting approval to offer up to 100% of programs via distance-delivery, including procedures and structure for the institution to:

- ensure effective oversight, implementation, and management of the online and distance delivered offerings, including the appropriate representative committee oversight to sustain the efforts of the Taskforce;
- expand or initiate distance delivered offerings; and
- ensure quality instructional design, faculty involvement, and quality control processes.

In February 2014, the HLC adopted a new policy indicating that “Once the institution is approved for its first two academic programs, whether the Commission provides that approval through one or two actions, the institution would be able to offer any of its degree and certificate programs through distance education if it so chooses.” Since MSU Denver has two programs already approved, the taskforce concentrated its efforts on procedures and structures needed for future development.

MSU Denver has worked diligently over the past 15 years to create an infrastructure for online course development; in fact, over 7,000 unduplicated MSU Denver students took an online course (including hybrid) in Fall 2013 according to the official MSU Denver census report. However, MSU Denver’s niche of serving the non-traditional student population in the Denver metro area, as well as potential for growth in serving students state-wide, nationally, and internationally is at stake if it does not take the next step towards creating the infrastructure that will develop, brand, and deliver quality, market-oriented online programs. Fully online programs have the potential for new enrollment growth, revenue diversification, and ultimately, the potential to graduate more students at MSU Denver. Online offerings have the potential to mitigate decreases in enrollment during periods of economic recovery, allowing employed individuals to pursue education online.

MSU Denver’s ability to seek out research-based best practices related to degree completion and its ability to pursue diversified revenue streams are paramount to its strategic plan. However, in order to compete, grow, and succeed in accomplishing its strategic goals in a twenty-first-century higher-education landscape, MSU Denver must invest in courses and programs that are 100% online. The market for online offerings is illustrated by the following examples:

- CSU Global, a 100% online university that started in 2007, has grown to over 10,000 students, 80% of whom reside in Colorado (<https://fileman.csuglobal.edu/website/image/CSU-Global%20Briefing%20Book.pdf>, accessed May 12, 2014).

- Regis University's School of Professional Studies serves over 9,000 adult students, 60% of whom are fully online (*Friedman, Marie; Associate Dean of the Regis College of Professional Studies personal communication, April 2<sup>nd</sup>, 2014*).
- According to Babson Research group and the SLOAN-C consortium, growth in online programs nationally has dramatically outpaced growth in all other higher education delivery formats over the past 10 years (<http://sloanconsortium.org/publications/survey/grade-change-2013>).
- According to Aslanian market research, the average online student is 33 years old, working, and lives within 100 miles of the physical campus (*Aslanian, C.B., & Clinefelter, D.L. (2013) Online college students 2013: Comprehensive data on demands and preferences. Louisville, KY: The Learning House, Inc*).
- This demographic has historically been one of MSU Denver's key target markets.

Currently, MSU Denver has two programs approved by HLC to be offered 100% online - Health Care Management and Social Work. The Social Work program was recently highlighted as one of the best online Social Work degree programs by Best Online Colleges (<http://www.bestonlinecolleges.org/best-online-social-work-degree-programs/>). In addition, the entire General Studies program can be completed online. Forty majors (39%) at MSU Denver have greater than 50% of their program available online (see Appendix A: Percentage of Degree Programs Available through Distance Learning). The 22 majors outlined below have greater than 70% of their current programs available online, providing potential to champion a distinct online identity and launch 100% online programs in the near future:

- Greater than 90% online: Management, Political Science, Social Work (six concentrations), Health Care Management
- 80-90% online: Accounting, Computer Information Systems, Human Development (two concentrations), Aviation and Aerospace Management, Nursing (BRNCO), Technical Communication (three concentrations)
- 70-80% online: Marketing, Chicano Studies (cultural), Human Development (early childhood), Social Work (developmental disabilities)

Strides have been made to support MSU Denver students through online student support services. For instance, New Student Orientation currently offers an online orientation program for transfer students and could expand this offering to new students by increasing the number of users allowed per their license agreement with Comevo LLC out of San Louis Obispo. The known limitations for expanding the online orientation to all students are funding and a sufficient amount of time to implement. Process improvements within the Office of the Registrar provide the capability to process completed admission applications submitted online within 48 hours. However, students still often need to come to campus for many services (financial aid, advising, orientation, etc.). In addition, some academic departments have existing agreements with their accrediting agencies specifically requiring group work and presentations to be carried out face-to-face. To ensure compliance with accreditation standards such departments would need to demonstrate that students have the necessary technology to complete their educational outcomes in a fully-online environment. The lack of online support is a critical shortcoming that needs to be addressed in tandem with increasing online offerings.

Based on the above information, the Online Learning Taskforce sees a need to increase MSU Denver's online offerings to meet the increasing demands of our targeted student population. The Taskforce intends to address this need with the following recommendations.

## **Recommendations**

The Online Learning Taskforce recommends the following steps to strengthen, improve, expand, and develop online programs and the overall online learning experience of MSU Denver students:

1. Conduct a national search for a Director of Online Programs (1.0 FTE) to begin Fall 2014 or provide reassigned time for a faculty member to be temporary Director for 2014-15 and conduct search for Director for Fall 2015. A draft position description is attached (Appendix B). Functions of the office that need to be considered include:
  - a. Program development and marketing
    - i. Assess needs/market demand
    - ii. Develop strategic plan for program development
    - iii. Develop marketing plan and branding
  - b. Course approval
    - i. Consult with departments to determine appropriateness of online delivery
    - ii. Departments continue to determine whether courses are appropriate for online learning through existing curriculum channels
  - c. Quality Matters (QM)
    - i. Oversight of online course quality via QM
    - ii. Online course and instructor QM certification
    - iii. Facilitate instructional design via coordination of QM, the Educational Technology Center (ETC), and the Center for Faculty Development (CFD)
    - iv. Facilitate course and program review using QM data and metrics
    - v. Review of instructional design, delivery, and best practices
  - d. Technology support and maintenance through coordination with Information Technology Services (ITS)
  - e. Assessment of student learning, outcomes, and fully online programs; coordination with the Office of Institutional Research for data needs
  - f. Policy decisions using “Green Book” as starting point
2. Commit to creating a distinct online identity, develop sustainable online support services (admissions, orientation, advising, counseling, financial aid, student life, career services, etc.), and launch market-oriented fully online programs by Fall 2015.
  - a. Strategically identify 3-5 programs by Fall 2014
  - b. Launch MSU Denver online branding by Spring 2015 (distinct website, marketing plan, etc.)
  - c. Launch initial programs by Fall 2015
3. Appoint an Assistant Director of Online Program Quality Oversight using reassign time to begin Summer/Fall 2014. A draft position description is attached (Appendix C).
4. Establish an Online Council to determine procedures and processes needed for quality online programs. Potential representation on the Council includes Director of Online Programs (chair), AVP for Curriculum and Academic Effectiveness, ITS, ETC, Extended Campus, Administration & Finance, Student Services (admissions, advising, student life, career services, student support, financial aid), Access Center, CFD, 100% online program faculty, Associate Dean of each school.
5. Maintain QM membership (<https://www.qualitymatters.org/>) at the institution level. Refer to Appendix D for 2013-14 pricing.
6. Establish and maintain a program and process for ensuring quality of online courses/programs including training, review, and potential certification. The Director of Online Programs, Assistant Director of Online Program Quality Oversight, and Online Council would work collaboratively to develop and maintain an appropriate program and process for MSU Denver.

**Appendix A**  
**Percentage of Degree Programs Available through Distance Learning as of December, 2013**  
**(Online, Self-paced Online, and Correspondence Schedule Types)**

	Online Credits <sup>a</sup>	Total Credits <sup>b</sup>	% Fully Online
<b>School of Business</b>			
Accounting, BS	66	75	88%
Computer information Systems, BS	57	69	83%
Economics, BA	18	39	46%
Finance, BS	45	78	58%
Management, BS	63	66	95%
Marketing, BS	51	66	77%
<b>School of Letters, Arts and Sciences</b>			
Africana Studies, BA	18	39	46%
Anthropology, BA	18	36	50%
Art, BA	3	45	7%
Art, BFA	3	78	4%
Art History, Theory and Criticism, BA	3	61	5%
Biology, BA	10	40	25%
Biology, BS	6	40	15%
Chemistry, BA	0	45	0%
Chemistry, BS	0	68	0%
Chicano Studies, BA			
Cultural Studies Concentration	28	40	70%
Social Practices Concentration	22	40	55%
Communication Design, BFA	0	78	0%
Computer Science, BS	0	54	0%
English, BA			
Literature Concentration	3	45	7%
Writing Concentration	6	42	14%
Elementary Education Concentration	6	45	13%
Secondary Education Concentration	6	45	13%
Environmental Science, BS			
Ecological Restoration Concentration	15	80	19%
Environmental Chemistry Concentration	19	79	24%
Environmental Geology Concentration	0	84	0%
Multidisciplinary Concentration	25	80	31%
Water Management and Hydrologic Science Concentration	19	84	23%
History, BA	27	42	64%

	Online Credits <sup>a</sup>	Total Credits <sup>b</sup>	% Fully Online
Human Development, BA			
Applied Concentration	36	42	86%
Early Childhood Education Concentration	30	42	71%
Elementary Education Concentration	36	42	86%
Gerontology Concentration	27	42	64%
Graduate School Concentration	27	42	64%
Land Use, BA	6	65	9%
Land Use, BS	6	65	9%
Linguistics, BA	0	45	0%
Mathematics, BA	0	42	0%
Mathematics, BS			
Meteorology	3	43	7%
Modern Languages, BA Option I			
French Concentration	0	42	0%
German Concentration	0	42	0%
Spanish Concentration	12	42	29%
Modern Languages, BA Option II	12	60	20%
Music, BA	0	49	0%
Music, BM	0	84	0%
Music, BME	3	93	3%
Philosophy	3	36	8%
Physics, BA	0	58	0%
Physics, BS	0	39	0%
Political Science, BA	33	36	92%
Psychology, BA	27	45	60%
Social Work, BS			
Aging Concentration	44	48	92%
Child and Adolescent Mental Health Concentration	44	48	92%
Child Welfare Concentration	44	48	92%
Developmental Disabilities Concentration	36	48	75%
Early Intervention Concentration	44	48	92%
Gender and Sexuality Concentration	44	48	92%
Women Concentration	44	48	92%
Sociology, BA	27	39	69%
Gerontology Concentration	33	60	55%
Speech Communication, BA	15	42	36%
Speech, Languages, Hearing Sciences, BA	9	42	21%
Theatre, BA	6	42	14%
Theatre, BFA			
Applied Theatre Technology and Design	9	80	11%

	Online Credits <sup>a</sup>	Total Credits <sup>b</sup>	% Fully Online
Music Theatre Concentration	6	80	8%
Women's Studies, BA	21	39	54%
<b>School of Professional Studies</b>			
Athletic Training, BS	9	65	14%
Aviation and Aerospace Management, BS	55	68	81%
Aviation and Aerospace Science, BS	21	68	31%
Civil Engineering Technology, BS	3	60	5%
Criminal Justice and Criminology, BS	27	45	60%
Health Care Management, BS	54	54	100%
Hospitality, Tourism and Events, BA			
Event Management Concentration	33	60	55%
Hotel Management Concentration	18	60	30%
Restaurant Management Concentration	12	63	19%
Tourism Management Concentration	15	60	25%
Human Nutrition-Dietetics, BS	40	68	59%
Human Performance and Sport, BA			
Sport Industry Operations Concentration	3	40	8%
Human Performance and Sport, BS			
Adult Fitness and Exercise Concentration	6	47	13%
K-12 Physical Education Concentration	6	58	10%
Integrative Therapeutic Practices, BS	21	43	49%
Integrative Therapeutic Practices Extended Major, BS	24	58	41%
Journalism, BA			
Convergent Journalism Concentration	9	38	24%
Magazines Concentration	3	38	8%
Public Relations Concentration	12	41	29%
Mechanical Engineering Technology, BS	0	76	0%
Nursing, BS			
Accelerated Nursing Option	17	63	27%
Baccalaureate Registered Nurse Completion Option	30	36	83%
Traditional Nursing Option	17	63	27%
Recreation Professions, BA			
Recreation Generalist Concentration	15	64	23%
Recreation Management Concentration	34	64	53%
Therapeutic Recreation Services Concentration	18	73	25%
Special Education, BA			
Early Childhood Education Concentration	24	92	26%
Elementary Education Concentration	24	89	27%
Linguistically Diverse Education Concentration	31	90	34%

	<b>Online Credits<sup>a</sup></b>	<b>Total Credits<sup>b</sup></b>	<b>% Fully Online</b>
Secondary Education Concentration (varies by selection)	24	86	28%
Technical Communication			
Interactive Media Production Concentration	36	42	86%
Mobile and Social Media Concentration	36	42	86%
Technical Writing and Editing Concentration	36	42	86%
Video Production Concentration	21	42	50%
Technical Communication Extended Major			
Interactive Media Production Concentration	36	66	55%
Technical Writing and Editing Concentration	45	66	68%
Video Production Concentration	36	66	55%

Total Programs with Fully Online Courses $\geq$ 50%	40
Total Programs	103
Current % of Programs Offered Fully Online	39%

<sup>a</sup> Online credits include courses with online, self-paced online, and correspondence schedule types for required credits within the major

<sup>b</sup> Total credits include required credits within the major

## **Appendix B**

### **Director of Online Programs Position Description**

Title: Director of Online Programs

Supervisor: AVP for Curriculum and Academic Effectiveness

Description: The Director of Online Programs oversees the administrative, training, growth, and qualitative aspects of all online programs and courses at MSU Denver; supervises the Assistant Director of Online Program Quality Oversight; and chairs the Online Council.

Minimum Qualifications: Demonstrated experience in online program administration including leadership in marketing, faculty training, quality oversight, and managing growth of online programs.

Preferred Qualifications: Demonstrated, significant online teaching experience in higher education; Quality Matters Master Reviewer Certification.

#### Primary Responsibilities:

##### Administration

- Lead a culture-change emphasizing quality in online education at MSU Denver
- Report online program status to Academic and Student Affairs
- Interface with ITS and CFD to manage resources for online learning
- Interface with student support services
- Participate in the budgeting associated with online learning
- Establish budget to support duties of office, quality, training and online growth initiatives
- Establish plan and policies to assist Deans and Chairs with online program and course administration
- Manage inventory of online courses and resources

##### Faculty Training

- Oversee, evaluate and improve online faculty training program
- Develop and maintain website to inform and train online faculty
- Develop and maintain community within online programs to facilitate mentoring and sharing of best practices
- Develop and administer training program to help faculty teach online
- Train faculty to improve peer review process for online courses
- Train Department Chairs to oversee their online courses and faculty

##### Online Council

- Chair Online Council and recruit members for the council
- Review and revise, if needed, existing online policy for relevance
- Create new online policy as needed

##### Growth

- Develop and manage online growth plan
- Advocate for appropriate compensation for online activities

##### Quality Oversight

- Develop and maintain standards for online course review process
- Oversee implementation of Quality Matters course review process to ensure certification of courses in support of fully online programs.



## **Appendix C**

### **Assistant Director of Online Program Quality Oversight Position Description**

Title: Assistant Director of Online Program Quality Oversight

Supervisor: Director of Online Programs

Description: The Assistant Director of Online Program Quality Oversight is responsible for ensuring the quality of online programs and student learning through the implementation of research-supported, best practice-based quality standards and appropriate evaluation tools and procedures. Specifically, this position will provide support and professional development to faculty on quality online instructional content and assessments that reflect best practices in course design using the Quality Matters model, accessibility standards, intellectual property rights and copyright policies. Recommend policies and procedures which support sound instructional design practices.

Minimum Requirements: Demonstrated, in-depth knowledge of instructional design, accessibility, online course development, curriculum development, learner interaction and engagement, learner support structures, educational technologies and assessment. Demonstrated experience evaluating online courses using established quality-improvement structures at an institution of higher education.

Preferred Qualifications: Online teaching experience in higher education; Quality Matters Master Reviewer Certification.

Duties:

- Implement a Quality Matters course review process to ensure certification of courses in support of fully online programs
- Develop and implement a Quality Matters professional development plan in conjunction with the Center for Faculty Development and the Educational Technology Center
- Assist in creating a culture-change emphasizing quality in online education at MSU Denver
- Ensure that online course development processes include Quality Matters principles
- Establish and achieve certification goals for courses and faculty/staff
- Implement all 10 Quality Matters workshops
- Implement the official Quality Matters review process at MSU Denver
- Develop and staff Quality Matters review teams
- Communicate with and coordinate the review team's efforts before, during, and after review
- Guide the review team to ensure the review is completed on time, is conducted according to the principles of Quality Matters, and is directed by the rubric standards and annotations
- Ensure that recommendations are constructive, specific, measurable, sensitive and balanced; coach the review team members as needed
- Assist in ensuring that all administrative documents have been completed and submitted as appropriate
- Assist in ensuring that intellectual property and privacy rights are respected during the review process
- Communicate with the Quality Matters Course Review Manager and Quality Matters, as needed
- Provide guidance to the Online Council, as needed

## Appendix D

July 2013- June 2014\*

QUALITY MATTERS  
PROGRAM

For more information visit [www.qualitymatters.org](http://www.qualitymatters.org) or email [info@qualitymatters.org](mailto:info@qualitymatters.org)



### Quality Matters Fee Schedule July 2013-June 2014\*

Higher Education Institutions and Agencies

#### Quality Matters Subscription Fees

<b>1 Year Basic Institution Subscription</b>	<b>\$1,650</b>	
<b>Full Institution Subscriptions</b> * Consortium Option 25% discount <i>The benefits for Basic and Full subscription options include access to the online Rubric tool, subscriber discounts for trainings and services, Institution Representative training, and participation in the online users group.</i> <i>The Full Option includes the site license for training and the right to conduct your own official course reviews. Full Standard is 3 or more online degree programs. Full Small is 2 or fewer online degree programs.</i>	<b>Standard \$3,300</b> * Standard \$2,475	<b>Small Program \$2,200</b> * Small Program \$1,650
<b>1 Year Statewide</b>	<b>\$5,500</b>	<b>\$1,100 for affiliate subscribers</b>
<b>Individual Subscriptions</b>	<b>\$175/year for single Rubric subscriptions, Higher Education, and G6-12</b> <i>Subscription fees are payable online only by credit card</i>	Individual subscriptions provide access to resources that support quality course design and subscriber rates on Professional development and QM events. The course review management system is only available to institution subscribers

#### Quality Matters Materials

<b>Annotated Rubric Workbook</b> (Contains proprietary information and may not be duplicated without express permission from QM.)	<b>\$15.00 per copy (quantities 1-24)</b> subscribers only <i>Plus shipping and handling fees</i>	<b>Subscriber Bulk Order Pricing</b> Qty. 25-49/\$12 each Qty. 50-99/\$9 each Qty. 100-499/\$8.50 each Qty. 500-999/\$8 each Qty. 1000+/\$7.50 each <i>Plus shipping and handling fees</i>
<b>Rubric Brochure</b>	<b>\$1.50 per copy/subscribers</b> <b>\$4.00 per copy/non-subscribers</b>	<b>Minimum order 20 brochures</b> <i>Plus shipping and handling fees</i>
<b>Training Folders (APPQMR)</b>	<b>\$20.00 per copy/subscribers only</b>	

#### Quality Matters Services

<b>QM-Managed Course Reviews</b>	<b>\$1,000 per course subscriber rate</b> <b>\$1,400/non-subscriber rate</b>	
<b>QM Course Recertification</b>	<b>\$400/subscriber fee</b> <b>\$650/non-subscriber fee</b>	

#### Quality Matters Program Certifications

##### ONLINE CERTIFICATION COURSES

QM certification eligibility prerequisites are listed on the QM program website [www.qualitymatters.org/professional-development/courses](http://www.qualitymatters.org/professional-development/courses)

	<b>Subscriber Fee</b> (per participant)	<b>Non-Subscriber Fee</b> (per participant)
<b>Peer Reviewer Course (PRC)</b>	<b>\$200</b>	<b>\$350</b>
<b>Master Reviewer Certification (MRC)</b>	<b>\$300</b>	<b>\$400</b>
<b>Online Facilitator Certification (OFC) - Facilitate Online APPQMR Workshops</b>	<b>\$500</b>	<b>Not Available</b>
<b>Face-to-Face Facilitator Certification (FFC) - Facilitate F2F APPQMR Workshops</b>	<b>\$500</b>	<b>Not Available</b>
<b>Publisher Reviewer Certification Workshop Existing reviewers only</b>	<b>\$25</b>	<b>\$50</b>

\* Three or more institutions who coordinate their subscriptions for the same period.

## Quality Matters Program Professional Development Workshops

### ONLINE WORKSHOPS

	Subscriber Fee (per participant)	Non-Subscriber Fee (per participant)
Applying the Quality Matters Rubric (APPQMR) <i>Prerequisite for all certifications</i>	\$200	\$300
Peer Reviewer Course (PRC)	\$200	\$350
Institutional Representative Training (IRT)	Complimentary	Not Available
Designing Your Online Course (DYOC)	\$150	\$200
Designing Your Blended Course (DYBC)	\$150	\$200
Improving Your Online Course (IYOC)	\$150	\$200
Design That Welcomes Your Students (ST 1&7)	\$150	\$200
Creating a Foundation with Learning Objectives (ST 2)	\$150	\$200
Connecting Learning Objectives and Assessments (ST 2&3)	\$150	\$200
Link Instructional Materials and Learner Engagement (ST 4&5)	\$150	\$200
Choosing and Using Media Effectively (ST 6)	\$150	\$200
Addressing Accessibility (ST 8)	\$150	\$200

### ONSITE PROFESSIONAL DEVELOPMENT WORKSHOPS

QM sends a certified QM facilitator to your institution to facilitate these workshops which are typically done in one day. All onsite workshops require participating institutions to fund facilitator travel and expenses.

	Subscriber Fee	Non-Subscriber Fee
Applying the Quality Matters Rubric (APPQMR)	\$2,800	\$3,300
Designing Your Online Course (DYOC)	\$1,200	\$1,500
Designing Your Blended Course (DYBC)	\$1,200	\$1,500
Improving Your Online Course (IYOC)	\$1,200	\$1,500
Design That Welcomes Your Students (ST 1&7)	\$1,200	\$1,500
Creating a Foundation with Learning Objectives (ST 2)	\$1,200	\$1,500
Connecting Learning Objectives and Assessments (ST 2&3)	\$1,200	\$1,500
Link Instructional Materials and Learner Engagement (ST 4&5)	\$1,200	\$1,500
Choosing and Using Media Effectively (ST 6)	\$1,200	\$1,500
Addressing Accessibility (ST 8)	\$1,200	\$1,500

### WEB CONFERENCING WORKSHOPS

Select workshops only. Contact QM for availability, scheduling and prices.

QM Overview Session 1.5 - 2 hours QM overview sessions accommodate up to 100 participants.	\$300	
QM LIVE! Web Conferencing Workshop 2 hours, facilitated live	\$75 per participant	\$125 per participant

\*Fees are subject to adjustment by MarylandOnline/QM at any time with 30 days notice, which may be published on the QM website, [www.qualitymatters.org](http://www.qualitymatters.org)