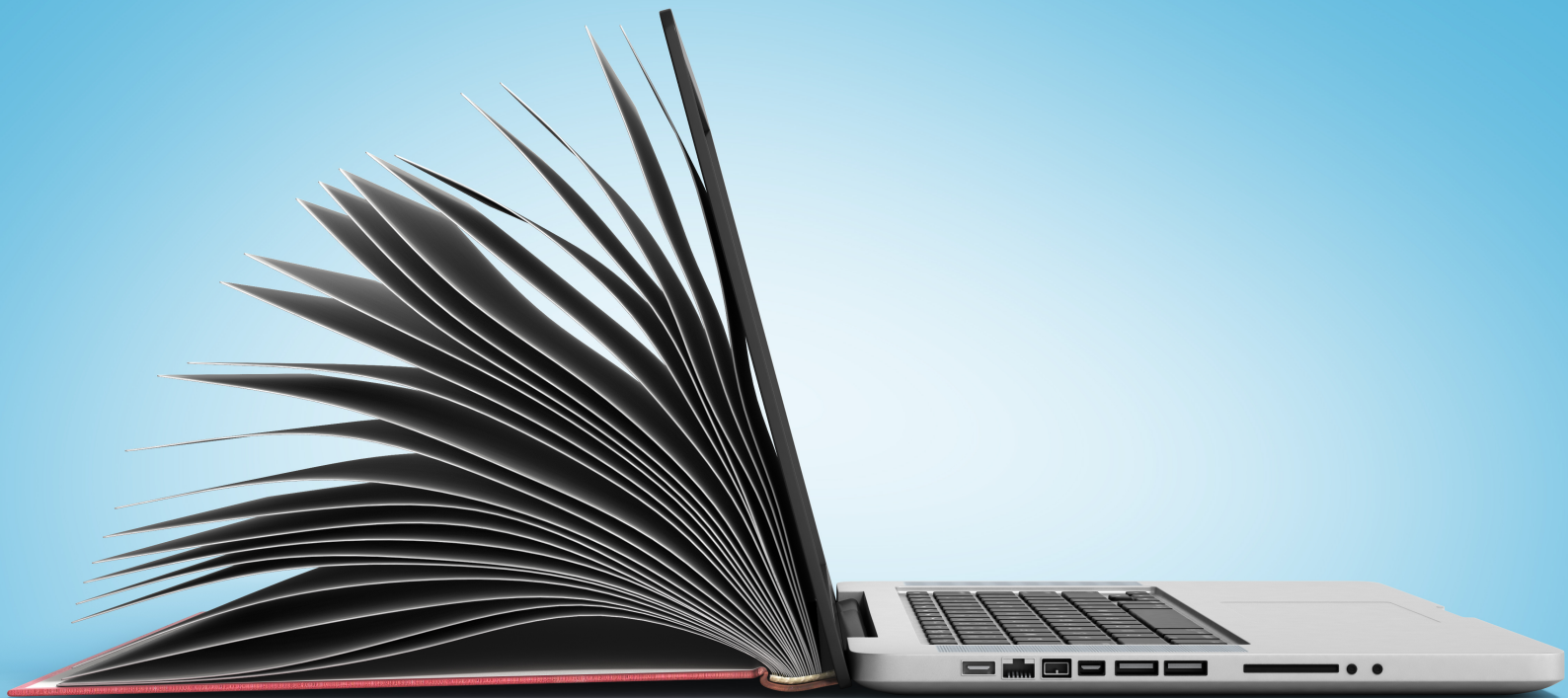


**Blackboard**

# How to Ensure Success in Online Learning Programs

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Contact 3.30.21



# Quality



- The **standard** of something as measured against other things of a similar kind; the degree of excellence of something.
- General **excellence** of standard or level.
- **Perception** of the degree to which something meets another's expectations.
- **Quality** has no specific **meaning** unless related to a specific function and/or object.

# The Blackboard Quality Learning Matrix 2020

Plan, sustain and grow data-driven quality learning experiences

Institutional Planning	Academic Practice	Technology Ecosystem	Recruiting & Enrolling	Student Success
Data				
Vision and strategy	Institutional readiness	Educational technology inventory & strategy	Market research	Student accounts & registration
Management & policies	Instructional design & course development	Mobile-enabled learning environment	Segmentation and targeting	24/7 student support
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Quality	Assessment	Platform accessibility	Enrollment management	Workforce readiness



# Why Think About This – Why Now?



# Reason One - People

- COVID
  - In 2020, unemployment grew from 6.2 million in February to 20.5 million in May
- *Some College, No Degree* population
  - As of October 2019, 36 million Americans left college without earning a credential
  - About 940k have since re-enrolled are now new completers
- CBE, CBE “lite,” Personalized Learning, Flexible Learning, PLAs
  - Adults need a fast way to complete

## Reason Two: Remote vs Online

**Remote Learning** in the era of COVID-19 is fast, minimal, and primarily synchronous. It rarely includes any instructional design elements or support. The goal of remote learning is to duplicate as much traditional teaching as possible, complimented with readings and assignments. Training and professional development are focused on the use of technology and little (if any) on pedagogy. The use of discussion boards and other asynchronous, interactive activities are limited. Student support structures (help desk, online tutoring, etc.) may or may not exist. Remote learning does not necessarily include an LMS.

**Online learning** is strategic, thoughtful and deliberate. It involves data-driven processes that evolve around quality – in both design and delivery. It includes an ecosystem that addresses vision, strategy, governance, faculty development, instructional course design, technology, and student support. It is not haphazard nor is it dependent upon either synchronous or asynchronous delivery. Courses are not simply repositories for files, and curricula is developed to include highly engaging and interactive elements. Online teaching and learning makes the most of offering programs via the Internet.

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## Example Vision

Monument University will use online programs to promote the university's mission by providing **relevant, high quality, student-centered online education** with flexible scheduling, affordable costs, or stackable or transferable credits and other features that help students achieve their full potential and reach their dreams. The goals of the online program initiative include overall enrollments of between 18,000 and 20,000 with **online enrollments representing one-third, or between 6,000 and 7,000.**



# 2020 Online Strategy Checklist

*A Guide for Updating Your Online Strategy During the COVID-19 Crisis*



Does my online strategy and vision include:

- ☐ Growth expectation
- ☐ Program selection
- ☐ Target student population (current, new, degree completers)
- ☐ Technologies, policies, and processes that reflect strategy and vision
- ☐ A plan for measuring success with data



Does my strategic engagement plan include:

- ☐ Updated student orientation program
- ☐ Student retention strategy (program and courses)
- ☐ Student support services
- ☐ Multi-channel communications plan
- ☐ Services and guidelines for students with limited or no at-home connectivity



Does my faculty development program include:

- ☐ Participation in professional development for teaching online
- ☐ Online instructional design best practices
- ☐ Resources for ongoing online teaching support



Does my program and course refinement strategy include:

- ☐ Plan to remediate courses brought online outside of institutional quality standards
- ☐ Documentation and plan to implement accessibility policies and practices
- ☐ Integration of synchronous and asynchronous teaching strategies

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## Example Strategy for COVID Course Remediation

- Inventory of “COVID-19” courses
- Institutional quality standards
- Communication plan
- Timeline for remediation
- Role of instructional designers
- Design standards
- Course templates
- Accessibility
- Copyright

<https://guides.lib.utexas.edu/copyright>

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A vision without strategy remains an illusion.  
- Lee Bolman



# Blackboard<sup>®</sup>

Let's Advance Learning

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