SUNY Online Update for UFS

April 17, 2020

Agenda

- COVID-19 Remote Instruction Support

- Packback Tool

- SUNY Online Pilot Update, Lessons Learned

- Next Steps – Looking to Fall 2020

COVID-19 Remote Instruction Website

http://innovate.suny.edu/covid19

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Faculty and Staff Support

Strategies for Early Alert Systems

Guidance from Hobson's

- **How Starfish Can Help With Emergency Response and Remote Learning** - a collection of response strategies and tactics shared by Starfish community.
  - Preparation to identify at risk populations
  - Support and respond
  - Remote Learning

- **Coronavirus (COVID-19) Response Group** - a user group in the Starfish Compass Community for Starfish users to share ideas, ask questions, or learn more.

Global COIL Commons – Summer 2020
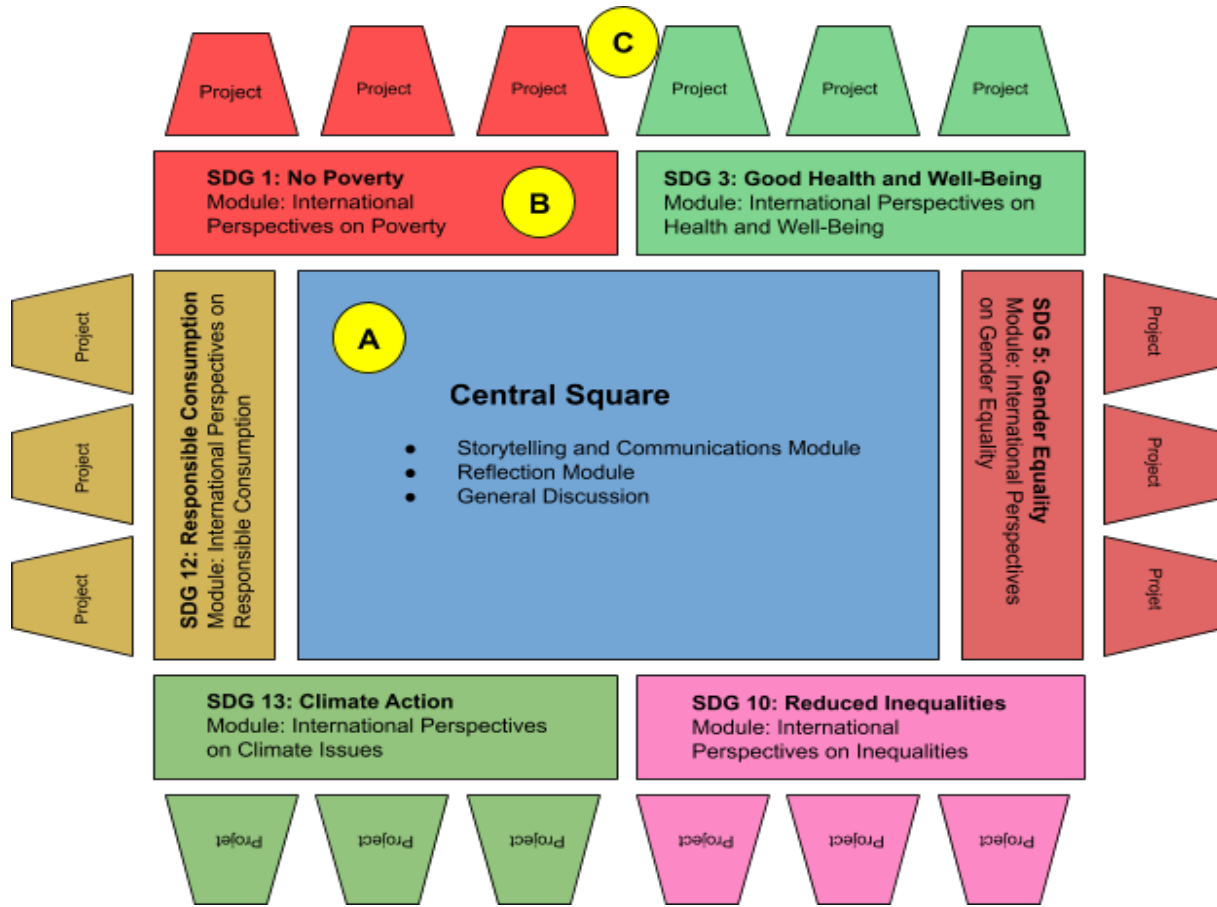
A - common module with set activities and discussions monitored by faculty – taken by all students

B – SDG-based modules provided by faculty – students select one based on interest

C – Small group projects with community-based and non-profit organizations doing work in the area defined by the SDG

Student present work to organization from C, to their SDG group from B, and to the central square in A for reflection and discussion.

SUNY COIL Methodology
UB Pearl Framework

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COVID-19 What have we learned?

- Our experience in online learning provided a solid foundation

- Remote instruction is about academic continuity – not the same as online learning

- The Digital Divide is alive and well – devices and internet

- Accessibility is still a challenge

- Incredible response from faculty, staff, and campus leaders in service to our students – many success stories

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packback
Fearlessly curious.

Packback is an AI-supported online discussion platform that improves student critical thinking, curiosity, and writing skills.

Bloom's Taxonomy of Cognition

Create

Evaluate

Analyze

Apply

Understand

Remember

A Different Kind of Discussion

Packback's **DigitalTA** uses a combination of auto-moderation, coaching emails, and Real-Time Feedback to encourage students to maintain a discussion that adheres the higher levels of Bloom's Taxonomy of Cognition.

Most EdTech Tools focus on optimizing the process of Remembering and Understanding, the first two tiers of Bloom's Taxonomy.

John Locke

30 students
147 Questions 311 Responses

64.4
Average Curiosity Score

211.02
Average Words per Question

136.45
Average Words per Reply

John's community

Asked by **A Curious Mind**
Student at SUNY College at Plattsburgh

0

Is propaganda the only thing you've taken from this class?

While learning about propaganda from the different perspectives of war, politics and speeches, I've come to an understanding that not only is manipulation and persuasion a key to moving certain people but I've also learned that it can shape the future of our country and have an impact in history.

Just like in that movie Apocalypse Now, The propaganda in that movie not only showed the what it is like during war but it also showed how throughout the movie history was being made and major events were happening due to propaganda.

Ultimately, propaganda plays a role on several things within our society and that's why it is so important to understand.

Source: Apocalypse, The Final Cut
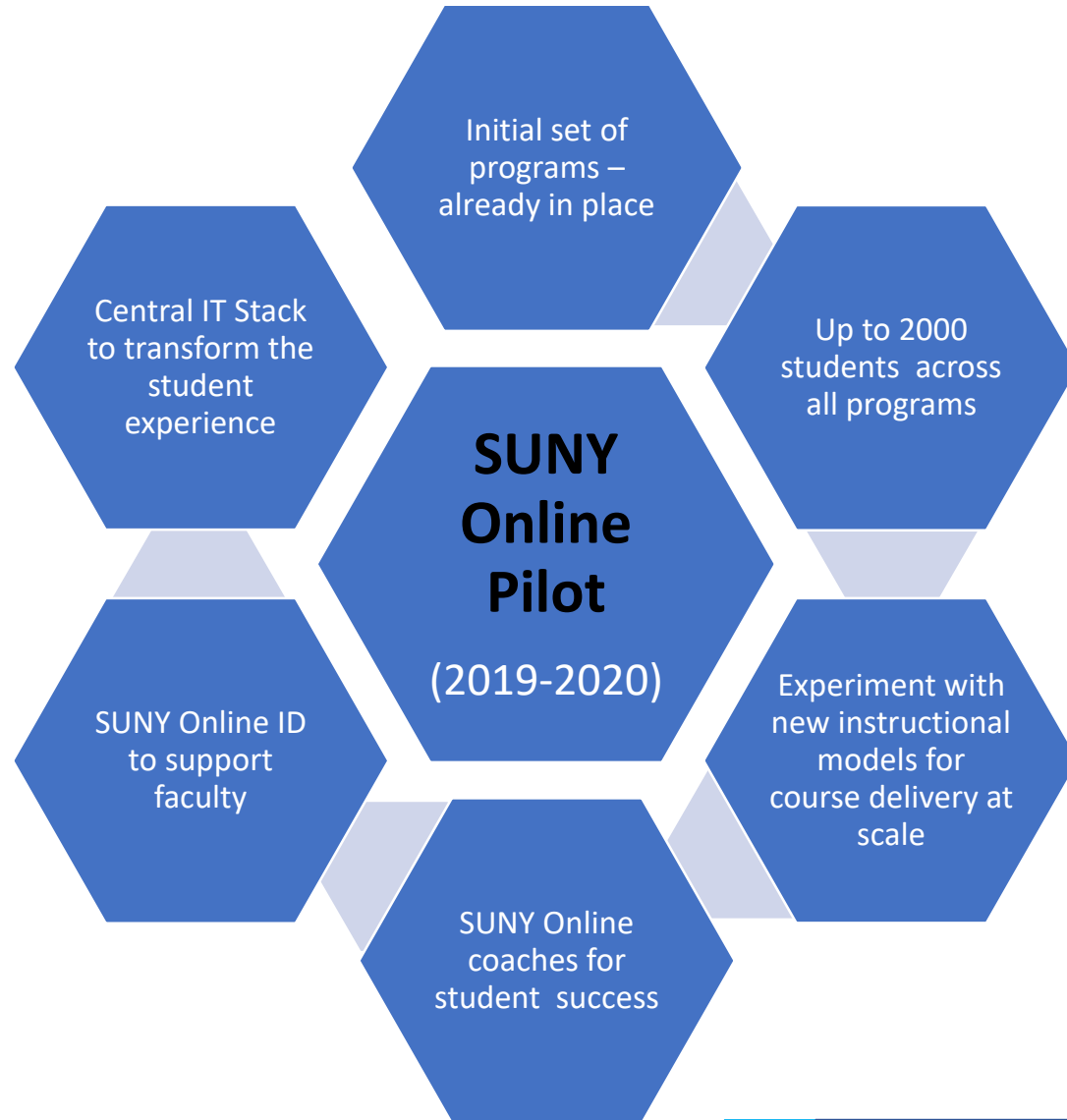
Strong example: capitalism vs morality thread

Faculty Feedback

Dr. John Locke used discussion boards in the past, but none engaged the students like Packback

There's a lot to talk about in Dr. John Locke's communication course, which explores the use of propaganda within the context of a specific historical or current event. Dr. Locke used discussion boards in the past but seldom saw students digging into the content the way they did when he implemented Packback. Thinking the rigorous conversations on Packback were a fluke, Dr. Locke used Packback in a second course and was pleasantly surprised to see the same in-depth discussions on Packback.

"Working with both groups in a face-to-face setting has allowed me to verify that while these two groups are in fact very different in terms of engagement, they both seem to generate the same high quality and quantity of activity in their Packback discussions," shares Dr. Locke.

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SUNY ONLINE
THE STATE UNIVERSITY OF NEW YORK

Initial set of programs – already in place

Central IT Stack to transform the student experience

SUNY Online Pilot (2019-2020)

Up to 2000 students across all programs

SUNY Online ID to support faculty

Experiment with new instructional models for course delivery at scale

SUNY Online coaches for student success

- Market-driven program selection within pathways

- Promotion campaign targeted at 100% online, post-traditional

- Partnerships with campuses, vendors, and employers

- Pilot assessment plan to inform formal launch in 2020

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Pilot Program Career Pathways

Area	Associate	Bachelor	Masters
Security: Digital	Herkimer AS in Criminal Justice: Cybersecurity FLCC AAS in Networking and Cybersecurity TBA (Emergency Management)	Canton BS in Cybersecurity (BS Completion) Albany BS in Informatics (BS Completion) Empire BS in Security Studies (BS Completion)	Albany MS in Information Science
Accounting/Business	Monroe CC AS in Business (Accounting)	Plattsburgh BS in Accounting (BS Completion) Oswego BS in Business Administration (BS Completion) Empire State College BS in Management (BS Completion)	Oswego MBA in Business Administration Empire State College MBA in Business Administration
Psychology	Monroe AS in Psychology	Empire State College BA in Psychology (BA Completion)	TBA
Healthcare Management	FLCC AS in Healthcare Studies	Canton BS in Healthcare Management (BS Completion) Alfred State BTech in Healthcare Management (BT Completion)	Oswego MBA in Health Services Administration Empire MBA in Health Care Leadership
Data Science (General)	Monroe AS in Math	Canton BS in Crime Analysis (BS Completion) Albany BS in Informatics (BS Completion)	Albany MS in Information Science
Data Science (CJ)	Herkimer AAS in Criminal Justice: Crime and Intelligence Analysis	Canton BS in Crime Analysis (BS Completion) Albany BS in Informatics (BS Completion)	Albany MS in Information Science
Engineering	Monroe AS in Math	Stony Brook University - BS in Electrical Engineering (BS Completion)	Buffalo MEng in Industrial Engineering (Engineering Management)

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Accomplishments of the Pilot

- Promotion campaign worked – We generated 60,000+ inquiries for online programs
- Established set of programs structured into career pathways
- More use of market data and data on demand to inform program needs
- Establishment of SUNY Online Coaching Team/Support
- Establishment of SUNY Online ID Team/Support and common LMS template
- Partial implementation of the central IT Stack
- Pilot of Packback AI Tool
- Initial plans for how to design programs at scale
- Use of data to inform decisions

Lessons Learned from the Pilot

- More self-service for students on the website to get to application more quickly
- Adult students come with variable backgrounds and academic credit history; mix of full-time and part-time students
- BPM – Benefits to documenting/analyzing workflow for student and faculty support processes
- Need for campus and system data integrations as we build the central IT stack
- More work is needed to understand how we deliver courses at scale
- Insights on program needs
  - Graduate programs, Computer Science, AI-Machine Learning, Liberal studies programs, Education
- Opportunities for AI with student support – recruitment and retention
- Greater understanding of costs at both the system and campus level to get to scale

SUNY Online - Looking to Fall 2020

Promotion campaign restarted this week!

- Soft messaging focusing on trust, flexibility, affordability
- Redesign of workflow for recruitment reduce # of steps and improve student experience – get to application/enrollment easier and more quickly!
- SUNY Application for SO Programs
- Data Integrations for application/enrollment data
- Coordination with Re-Enroll to Complete campaign

SUNY Online - Looking to Fall 2020

Refinement of Instructional Design Support for Faculty

- Clarification of timeline and roles between system and campus

New Programs

- New, emerging program needs post COVID-19
- RFP based on student demand and market data

Open SUNY to SUNY Online

- Working on transition to SUNY Online brand in a way that represents everything SUNY is doing online

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SUNY Online - Looking to Fall 2020

FACT2 Task Groups

- Exploring Pedagogies in Learning and Online Design at Scale
- Student engagement online at scale
- Assessment online at scale

Continuation of Packback Pilot

AI Chatbot for Recruitment

Questions

Open SUNY

Open SUNY+

SUNY Online

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Open SUNY – campus driven/campus supported

- 600+ online degree and certificate programs from 43 campuses
  - SUNY and NYSED approval required
- 23,000+ online course sections annually from 60 campuses
- Campus option to advertise on http://open.suny.edu
- Campus determines how SED requirements are met for quality assurance, student/faculty support, technology infrastructure
- Modest Open SUNY promotion; campus responsible for lead nurturing
- All tuition revenue to the campus; campus funds all supports

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Open SUNY+ - campus driven, campus/SUNY supported

- Designation at the program level signifying the program has Open SUNY+ Signature Elements

- 100+ online degree and certificate programs from 20 campuses
  - SUNY, NYSED, and Open SUNY approval required

- Advertised on http://open.suny.edu with OS+ icon

- Campuses have options for meeting OS+ signature elements

- Preferential search results from OS website, campus responsible for lead nurturing

- All tuition to the campus; campus funds all supports

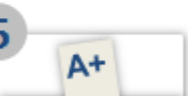- Open SUNY funding for some new OS+ Supports (NetTutor, 24X7 Help Desk, Ally, Marketing Services)

Open SUNY+ Signature Elements

Students & faculty

1. **Personalized student services** to minimize time to degree and promote student success

2. **Engaging learning experiences** based on **industry-relevant content** in "High Needs" or "High Demand" areas

3. **Comprehensive faculty support** to ensure quality in course design, development, and delivery

Institution & infrastructure

4. **Robust technology environment** for online learning and **effective/innovative uses of technology enablers** in all aspects of the online program

5. **Institutional commitment to quality assurance** for online learning

6. **Assessment of program effectiveness** to enable continuous quality improvement

7. **Strategic commitment to growth** supported by **robust financial model** to ensure scalability of resources as enrollments grow

https://innovate.suny.edu/opensuny/what-does-it-mean-to-be-powered-by-open-suny/

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SUNY Online - SUNY driven, SUNY/campus supported

- 20-30 programs with potential to enroll 1000+ students 100% online

  - SUNY and NYSED approval required, OS+ campus required

- Call for proposals to campuses in thematic cluster areas (pathways)

- Significant promotion campaign for SUNY Online Programs

- Campus willingness for SUNY Online support to be provided for:

  - lead nurturing, coaching support of students, instructional design support for faculty, single instance/multi-tenant technology solutions, technical support for students and faculty

- New financial model to enable scaling at both the campus and system levels - in process

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