

UW-Madison Online and How it Fits with the Chancellor's Strategies

Expand our online portfolio to improve access to UW-Madison and its courses, while supporting our entrepreneurial efforts and core mission of teaching and research.

Summer semester

Programs for
professionals


Market-based tuition

Alumni support

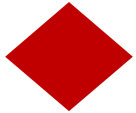
Student Mix &
Numbers

Research dollars

Our Goals



Increase options for
'traditional' residential
students to study online



Attract a new group of
students to study at
UW-Madison

Flexibili
ty

Ability
to
Comple
te
Degree
with
Less
Time on
Campus

Additional or
Wisconsin
in
Experie
nce
Activitie
s that
may be
needed

Pathwa
ys to
UW-
Madison
from
Anywhe
re in
the
World

Additional
the on
ramps
to a
UW-
Madison
Degree
More
Accessi
ble

Steps of
Student
s
Steppin
g from
One
Level of
Education

Campus Online Course Inventory

UW Online Course Instructional Design Inventory Rubric

What are one or two characteristics of this course that you take great pride in?

Standard	Criteria	Measurement
Course Overview & Introduction: The course overview and introduction set the tone for the course, let learners know what to expect, and provide guidance to ensure learners get off to a good start.	1. Learners are introduced to the purpose and structure of the course. (QM 1.2) 2. The self-introduction by the instructor is appropriate and is available online. (QM 1.8) 3. Learners are asked to introduce themselves to the class and given guidance on where and how they should do so. (QM 1.9)	1 Not Present/Not Met/Substantially Met/Completely Met 2 Not Present/Not Met/Substantially Met/Completely Met 3 Not Present/Not Met/Substantially Met/Completely Met
Learning Objectives: Describe what learners will be able to do upon completion of the course.	4. The course learning objectives, or course/program competencies, describe outcomes that are measurable. (QM 2.1) 5. The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies. (QM 2.2) 6. The relationship between course and module/unit learning objectives or competencies and course activities & assignments is clearly stated. (QM 2.4) 7. If the course has a F2F version, the learning outcomes are the same.	4 Not Present/Not Met/Substantially Met/Completely Met 5 Not Present/Not Met/Substantially Met/Completely Met 6 Not Present/Not Met/Substantially Met/Completely Met 7 Not Applicable/Not Present/Not Met/Substantially Met/Completely Met
Assessment and Measurement: Are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives.	8. The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed. (QM 3.4)	8 Not Present/Not Met/Substantially Met/Completely Met
Instructional Materials: Instructional materials enable learners to achieve stated learning objectives.	9. A variety of relevant and current instructional materials is used in the course that may include textbooks and other publications, instructor-created resources, websites, and multimedia. (QM 4.5) 10. Multimedia includes both synchronized captions and a transcript.	9 Not Present/Not Met/Substantially Met/Completely Met 10 Not Applicable/Not Present/Not Met/Substantially Met/Completely Met
Course Activities and Learner Interaction: Facilitate and support learner interaction and engagement.	11. Learning activities provide opportunities for interaction that support active learning. (QM 5.2) 12. The instructor's plan for classroom response time and feedback on assignments is clearly stated. (QM 5.3) 13. The course provides regular and substantive student-to-instructor interactions.	11 Not Present/Not Met/Substantially Met/Completely Met 12 Not Present/Not Met/Substantially Met/Completely Met 13 Not Present/Not Met/Substantially Met/Completely Met
Empathy and Humility: Students will develop and demonstrate cultural understanding of self and others while engaging in a respectful and civil manner; they will appreciate and understand one another's ability, views, and experiences.	14. Course design has characteristics that build Empathy and Humility such as: Regular instructor presence, Student-to-student interactions, Instructor intentionally draws diversity from personal/professional network, Group work with defined roles	14 Not Applicable/Not Present/Not Met/Substantially Met/Completely Met
Relentless Curiosity: Students will actively learn in creative ways; scholarship and research while developing resilience and foster courage in lifelong learning.	15. Course design has characteristics that build Relentless Curiosity such as: Regular instructor presence, Critical thinking opportunities such as project-based focus, Student-to-student interactions, Real-world applications, Providing exposure to and allowing demonstration of respect for diverse opinions	15 Not Applicable/Not Present/Not Met/Substantially Met/Completely Met
Intellectual Confidence: Students will develop competence, depth and expertise while integrating ideas and synthesizing knowledge across multiple systems; they will exercise critical thinking and effective communication.	16. Course design has characteristics that build Intellectual Confidence such as: Instructor feedback, Critical thinking opportunities such as student generated content, Group work, Student-to-student interactions, Forthright or nitro-credentials	16 Not Applicable/Not Present/Not Met/Substantially Met/Completely Met
Purposeful Action: Students will apply knowledge and skills to problem solve; they will engage in service, partner with others and contribute to community. Lead to positive change.	17. Course design has characteristics that build Purposeful Action such as: Real-world applications	17 Not Applicable/Not Present/Not Met/Substantially Met/Completely Met

What would you like to do or adjust in your course that you have not been able to do yet?

~400 courses

7 interviewers

- Heather Kirkorian (SOHE/Early Childhood Development)
- Lyn Van Swol (L&S/Comm Arts)
- Peter Van Kan (Education/Kinesiology)
- Elizabeth Larson (Education/Kinesiology)
- Jae Park (Engineering/Civil & Environmental Engineering)
- Catherine Smith (L&S/The Information School)
- Sharon Gartland (Education/Occupational Therapy)
- Deb Shapiro (L&S/The Information School)

Attempting to match interviewers by academic division.

Campus Online Course Inventory

Current status: Pilot -- Cycle 1 -- **Cycle 2** -- Cycle 3 -- Round-up

Challenges impacting completion percentage: (~35%)

- Wrong format
- Wrong instructor
- Instructor is no longer at UW
- Course belongs to a different campus department

Early indications:

- +’s: Instructor self-introductions, course learning outcomes, varied assessments, active learning, regular and substantive student-to-instructor interactions.
- -’s: Module or week level learning objectives, media captioning.

Visit the Teaching & Learning Symposium - May 17

Existing Online Footprint

Progress in growing undergraduate online courses in Summer

Summer '17 online course enrollments increased 40% over Summer '16.

151 online courses in Summer '17 (drops 104 in Fall; 118 in Spring)

Progress in growing online professional masters

26 fully online graduate level degree and certificate programs FY17

1 fully online undergraduate degree program (BSN @ Home)


Opportunity to expand online opportunities to year-round offerings

Opportunity to align and grown undergraduate courses into online degree paths


Why Undergrad Online Growth Now?

- Flexibility is becoming an increasing expectation among all students
- Our online offerings lag most of our peers:
 - Indiana University currently has over 5,000 students enrolled in 115 online degree programs with over 2,000 online courses.
- Complement to enrollment growth plans
- Complementary to recent affordability-focused access commitments (Bucky's Tuition Promise, Badger Promise)
- Potential to build upon growing portfolio of online courses (40% increase in UG online enrollment in Summer 2017 over Summer 2016)

Our Goals



Increase options for
'traditional' residential
students to study online



Attract a new group of
students to study at
UW-Madison

Flexibili
ty

Ability
to
Comple
te
Degree
with
Less
Time on
camp

Additional or
Wisconsin
in
Experie
nce
Activitie
s that
may be

Pathw
ys to
UW-
Madison
from
Anywhe
re in
the Worl

at the on
ramps
to a
UW-
Madison
Degree
More
Accessi

Steps of
Student
s
Steppin
g from
One
Level of
Educati

Questions

What (more) do we need to know about the current state of online education at UW-Madison?

What short-term and mid-term steps should we take in pursuit of our two goals?

Given no boundaries, what might a residential land-grant institution like UW-Madison look like in 2025 or 2030?