

Initial Comparator Research – Colorado State

(LMS = Blackboard (RamCT) moving to Canvas now, Spring and Summer 2015)

General Impression: CSU has more online development than UO, carried out through a series of planned-objective based efforts to create online programming. This included the formation of a dedicated online unit and gathering resources/processes to build (“redesign” in CSU lingo) courses. However, while some central effort is part of the process, multiple partners across campus (service units, rather than academic schools/colleges) provide digital education support. The ‘centralizing’ efforts are clearly coordination-focused, such as the Instructional Innovation@CSU effort as an entity put together as a consequence of multiple-unit partnering. The Institute for Teaching and Learning (TILT), which supports faculty and students, has robust, developed teaching-technology units built up in conjunction with CSU online program. TILT would be a good model for how UO could expand TEP with more resources.

1) What services does this institution’s Extension unit provide to campus partners?

CSU Extension (<http://www.ext.colostate.edu/>) fulfills the land grant mission by providing courses and programs in agriculture, horticulture, range, forestry, water, health promotion, financial literacy, business management, community development and 4-H youth-development-based in counties and on campus. CSU Extension is organized under the Office of Engagement, which also coordinates CSU Online Plus (<http://www.online.colostate.edu/>) for online and distance education courses. The Engagement office oversees a number of community outreach and international programs. Continuing Education is distributed across these units, and across specific academic units.

Online Plus provides 100s of courses and programs - with online offerings for undergraduate degree programs (6), graduate degrees (22 Master’s and 1 Ph.D. fully online, 6 Master’s and 1 Ph.D. blended online and F2F), undergraduate certificates (5), graduate certificates (31 fully online, 3 blended online and F2F), professional development certificates (8 fully online, 5 blended online and F2F), and digital badge programs (2). CSU offers at least 3 MOOCs, and there s a MOOC team.

- for 2012-2013, they had 6,540 students taking courses in 11,122 enrollments. 2,393 were master’s and Ph.D. students, 700 certificate students, 246 undergraduate students (not sure how these add up).
- tuition for online is assessed without regard to state residency, at a base \$397/credit for undergraduate courses, and anywhere from \$510 to \$986 for graduate courses, depending on discipline (\$1600/credit for the Executive MBA program). There is a \$25/credit Technology fee for credit courses taken through the university, and a \$15/credit Facility fee for all courses taken on-campus.

2) Where is digital education housed? Are there separate units for online learning and blended or hybrid courses? Are technology and pedagogy combined or separate? How much of this effort is centralized?

EdTech is split up functionally, but not completely distributed around campus. Technology (multiple) and pedagogy are in different units, there does not seem to be a great deal of innovative description, but they have a rather large number of online programs running so something exists to build and implement them:

- Academic Computing & Networking Services (<http://www.acns.colostate.edu/>) is the central IT unit. Classroom Equipment, Classroom Media Services, and Classroom Technical Services are all provided by ACNS. The LMS – current and in-transition – seems to be administered through ACNS.
- Online Plus directs all online and distance education courses and has a team to support courses and programs (not huge, but some technology-support, see below).
- The Information Science and Technology Center (<http://istec.colostate.edu/>) promotes and enhanced CSU's research, education and outreach activities. There are various events and lectures, including a distinguished lecturers series (primarily research tech oriented) and a FutureVisions Symposium (primarily student focused?). There is an undergraduate minor and an undergraduate scholarship program run by the center.
 - Does not really do a lot of direct instructional technology work, but event topics could address them at times.
- Pedagogical support is provided by The Institute for Learning and Teaching (TILT) (<http://tilt.colostate.edu/about/>).

3) What structures, formal or informal, are in place to encourage pedagogical innovation on campus? Is there any effort to centralize such activity?

TILT provides services to both teachers and to students, with the latter the majority of program focus. However, since 2007 TILT has engaged in the design and development of F2F and distance courses more directly, working with funding from a Student Success Initiative and from the Provost's Course Redesign Competition to support the redesign of over 60 courses through 2011. Since 2012, with funding from Online Plus and from the Provost, TILT has begun work to redesign 100 courses over a five-year period, adding design and development personnel along the way.

- Since 2007 TILT works closely with Online Plus which has helped with hiring of numerous instructional designers and course developers in TILT.

Instructional Innovation@CSU (<http://innovate.colostate.edu/>) is a coordinating unit (maybe just a common web site?) which “supports the enhancement of learning and teaching at Colorado State University. The site grows out of collaborations among the Institute for Learning and Teaching, CSU OnlinePlus, the Office of the Provost, the Libraries, and Academic Computing and Network Services.” The service is coordinated under the auspices of the Associate Provost for Instructional Innovation.

- Instructional Innovation@CSU provides information to support Technologically-Enhanced Courses, Sustained Innovation, Badging, Blended Courses, Professional Development, Learning Spaces, and other more specific topics. The site links to services provided by partnered groups (TILT Workshops and short courses, Analytics/Assessment of teaching by various units)

- The service coordinates the Provost's Academy for Instructional Innovation (<http://innovate.colostate.edu/development/academy.cfm>) which includes the Provost's Course Development Competition (since 2006) which includes funding and time resources to awardees, Teaching Awards (the provost's N. Preston Davis Award for Instructional Innovation [established in 1994, one per year], the Provost's Award for Commitment to Teaching Excellence [established in 2014], the Teaching Innovation Course Enhancement Grants [\$750-\$3500 per award], and the Teaching Innovation Travel Grants), and Academy Course Development Workshops (begun in 2014, the site lists a Summer workshop and a Fall workshop, both on 'Gateway' Courses).

4) Where are instructional design and instructional technology housed? What pathways exist to guide faculty to instructional technology services? Is access to instructional technology support uniform across different faculty groups at the institution?

TILT and Online Plus seem to be the locations of all instructional design/technology service support, with clear coordination between the two, in accordance with the provost's initiatives. TILT has two faculty-focused units: Curriculum and Instruction (1 director, 4 instructional designers, 1 course development coordinator and instructional designer), and Instructional Technologies (1 director, 3 instructional designers, 2 course developers, 1 communications director, 1 web developer/programmer). Some of these personnel were brought in in partnership (funding from?) Online Plus.

Online Plus coordinates all of the online courses and programs. It has 12 Student Services staff, 7 Learning Technologies & IT staff, 6 Marketing Staff, 9 Finance and Operations staff, and 10 program staff of its own, but course development/redesign efforts across campus – in accordance with the provost's initiatives - seem to be done through TILT as a central point for all of campus, rather than Online Plus doing its own thing.

5) At what administrative level are digital education initiatives, endorsed, supported, or made a fundraising priority? For example, does the institution count, encourage, or otherwise track student enrollment or participation in digitally-inflected (hybrid, blended, tech-enhanced F2F) courses? What institutional investments have been made in hybrid and/or blended learning?

Coordination of TILT and Online Plus, with the Instructional Innovation site, ITSec, ACNS, and the CSU Libraries, seem to be a stressed activity across the web sites. This reflects the role of central authority (the Provost's office) to set, and work to meet, established goals for digital education, on campus and online. Various Provost's initiatives have existed since at least 2006, with new/renewed efforts (and new online course production goals) from 2013/2104.

- Innovation activities (workshops, training programs, informational resources) and funding programs (grants, budget lines, fees) are closely connected with provost's initiatives.

The Vice President of Engagement (Extension, Online Plus, and other, specialized units) and the Vice President of Information Technology(=Dean of Libraries) have

administrative roles overseeing various technology services. Not certain whether ACNS reports directing to the Dean of Libraries, or if one individual heads two separate organization structures). The ISTE C Education Advisory Committee is a faculty committee with a broad interest in technology, primarily research and student-interest focused, but with overlaps to educational technology.

The Associate Provost for Instructional Innovation, reporting to the provost, actually oversees Online Plus and TILT, as well as the Instructional Innovation@CSU program - which most likely helps these efforts coordinate more efficiently.