



**SUNY OLD WESTBURY**

**Online Institutional Readiness  
Implementation Plan**

**September 17, 2019**

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## **Introductory Overview**

In 2016 the College embarked on an Open SUNY Online Institutional Readiness Assessment as part of an effort to gain Open SUNY+ status for its first online program, the MS in Accounting. The purpose was to gain the marketing and other support that SUNY System Administration extends to programs with this favored status. In 2017 the College committed itself to pursue this status in its request for a SUNY Performance Improvement Fund (PIF) grant, which was awarded in the amount of \$386,000.

This Implementation Plan is the culmination of the Institutional Readiness Assessment process. In that process, representatives from Open SUNY and top level administrators, faculty, staff, and students at Old Westbury engaged in a broad and deep assessment of the College's Online program. The assessment process involved multiple day-long meetings in which the participants developed consensus ratings of the College's design, delivery, and support of online instruction in 75 separate indices, and then devised ways of improving them.

Since this process took place at the same time as the College's Strategic planning process and involved many of the same people, the results of the online assessment were fed directly into Old Westbury's 2018-23 Strategic Plan. A number of strategies in the plan were the direct outcome of this process, and it impacted to some extent all 53 places in which the Strategic Plan mentions Distance Learning (which includes Hybrid and Blended classes mixing classroom and online activities as well as fully Online ones).

This Implementation Plan is based on a template provided by Open SUNY, but it has been adapted to the particular circumstances in which Old Westbury's assessment was conducted by systematically connecting it to the College's Strategic Plan. More specifically, this document includes:

a Statement of Vision/Mission that connects the Distance Learning program to the College's updated Mission Statement in the current Strategic Plan (Part I);

the Organizational Structure of the Distance Learning program showing how it is administered, including enhancements in place and in progress that were suggested by the assessment process and incorporated into the Strategic Plan (Part II);

a discussion of how we plan to enhance our performance in regard to each of the 65 indices that we rated ourselves less than exemplary, including in each case where in the Strategic Plan the issues raised by the index are addressed, in order to facilitate quick reference from the specific needs of the Distance program to the overall needs and plans of the College as a whole (Part IV);

a complementary discussion of where and how Distance learning is addressed in the Strategic plan, including how each instance in which Distance learning is

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discussed relates to specific indices in the Institutional Readiness Assessment, in order to facilitate quick reference from the general issues and strategies laid out in the Strategic plan to specific aspects of the Distance program needing improvement (Appendix C);

an Implementation Plan Dashboard, an Excel spreadsheet listing all the indices sorted by urgency and including our initial rating, Enhancements needed and/or done, and its current rating (Appendix D).

A live copy of the Dashboard will be maintained online along with a copy of this Implementation Plan so that they can be easily consulted by members of the College community who are engaged in strategic planning and assessment as well as those involved in developing and administering the Distance program. The goal is to make this plan an integral part of the assessment and planning process of the SPAAR committee put in place by the Strategic Plan.

In addition to these unique items, this document includes a discussion of how this plan will be disseminated to the College community (Part V), a listing of metrics that will be tracked to measure the scope and development of the Distance program (Part VI), a discussion of how the Distance program's quality will be monitored for continuous improvement (Part VII); a listing of the items in the Institutional Readiness assessment rubric with our initial ratings (Appendix A), and full documentation of our Best Practices (Appendix B). These elements will further help both the Distance Program and the College's Strategic Planning bodies use the report to assess and advance the enhancement of our Distance Program.

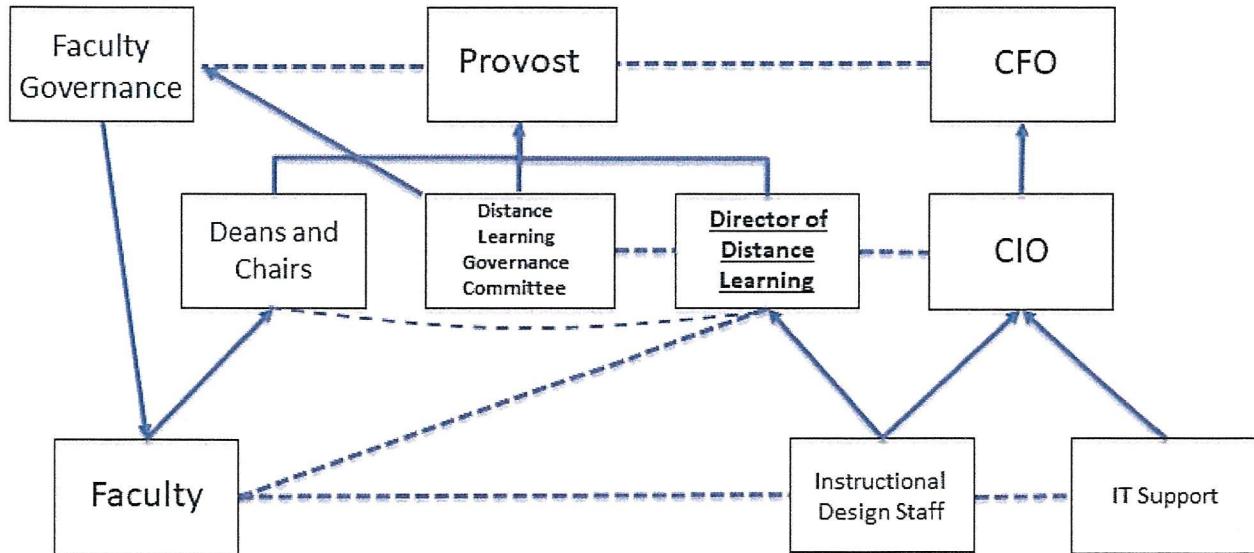
A draft of this plan was completed in November of 2018 and sent to Open SUNY for review and feedback, in keeping with the standard practices of the Institutional Readiness Assessment process. A copy with suggested enhancements was received in July, 2019. Some of these were incorporated as revisions where appropriate, and many others are embedded in the text itself as detailed suggestions to be considered by the responsible personnel and bodies at Old Westbury as they enhance our Distance program in accordance with the College's Strategic Plan.

## **I. Statement of Vision/Mission about Distance Learning**

SUNY Old Westbury is a diverse public liberal arts college that is growing as a regional academic leader. The goal of the College's Distance Learning Program is to promote the seamless integration of online modes of content delivery and instructional interaction into the College's academic offerings to expand access to them while enhancing their value. Formats for such integration include fully online classes and programs, hybrid and blended classes and programs in which some but not all classroom time is offset by online instruction, and the use of online resources to supplement classroom activities and out-of-class assignments in otherwise traditional classes. The purpose is to expand the reach and enrich the means by which the College pursues its mission of fostering "academic excellence" and students' "commitment to building a more just and sustainable world."

## **II. Organizational Structure/Decision-Making/DL Leadership**

**Old Westbury Distance Learning Organizational Chart**



### **Key to Organizational Chart:**

Reporting relationships are indicated by solid lines; dashed lines indicate functional relationships.

**Bold Underlined position** is the individual responsible for coordination of Distance Learning across the institution.

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**Provost (and Senior Vice President for Academic Affairs):** Chief Academic Officer, oversees Schools and Departments and the Director of Distance Learning, and sets administrative policies governing Distance Learning. The Provost is responsible for the overall administration and quality of the educational program of the College.

**Director of Distance Learning:** Oversees training of faculty new to Distance formats; runs the stipend program supporting development of New Distance courses; assists programs interested in creating Online programs; represents Distance Learning point of view in strategic and operational planning processes. The Director of Distance Learning is responsible for coordination of Distance Education activities across the institution. The Director of Distance Learning assists the Provost, Deans, Chairs, and Faculty in discharging their responsibility to ensure the quality of academic offerings in the implementation of Distance technologies and pedagogies.

**Distance Learning Governance Committee (Planned):** Will act as the legislature for Distance Learning, setting standards and balancing considerations of faculty prerogative, disciplinary needs, and student interests in the design and teaching of courses and programs, and addressing specific policy issues raised by various Indicators and Strategic Plan initiatives

**Deans and Chairs:** Schedule and staff courses, including the delivery mode (traditional, hybrid/blended, or online). Their schools and departments are responsible for the design, delivery, and quality of their offerings.

**CFO (Chief Financial Officer and Senior Vice President for Business Affairs):** Oversees Business Affairs Division, including Information Technology Services.

**CIO (Chief Information Officer):** Oversees Information Technology Services, including Instructional Design and Technology.

**Instructional Design Staff:** Trains all faculty new to a Distance Learning modality, supervises the development of their first course in the modality, and checks its implementation of Distance technology and pedagogy both before it runs and after the first month. Supports all faculty with Distance pedagogical and technology issues individually and through workshops, and students through orientation materials and workshops, assistance with ongoing classes, and community-building activities and resources.

**The Faculty:** Individual faculty members initiate new Distance courses, and design and run them with the support of the Instructional Designer. Each faculty member is responsible for the creation, delivery, and quality of the courses they teach. In addition, the faculty are responsible as departments for the quality of their offerings on an ongoing basis as well as through periodic (Five Year) departmental reviews overseen by Faculty Governance.

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**Faculty Governance:** Faculty Governance is rooted in the collective authority of the faculty over the design and delivery of curriculum. The faculty convene in Full Faculty meetings three times a year. When the full faculty is not convened, authority is delegated by the faculty to the Faculty Senate, which consists primarily of departmental representatives, meets bi-weekly during the Academic Year, legislates on behalf of the faculty, and oversees a set of standing and ad hoc faculty committees. The Faculty Senate Executive Committee chairs Senate meetings and represents the faculty when the Senate is not in session. The Faculty are collectively responsible for the design, delivery, and quality of the curriculum.

### **III. Best Practices**

This section discusses for each indicator in the Institutional Readiness Assessment (IRA) that was rated Exemplary (3) how the College will ensure sustainability and continuous improvement. In most cases, this includes identifying where in the College's 2018-23 Strategic Plan (available at <https://www.oldwestbury.edu/about/president/2018-2023-strategic-plan>), which was developed concurrently with the Institutional Readiness Assessment and was issued by the College's president on April 12, 2018, a commitment to the goals of that indicator is made. To do this, each indicator or set of indicators below refers to Appendix C, which groups the references to Distance Learning issues in the Strategic Plan into 20 Topics. The references are to one or more Strategic Plan Topics (SPT) by number (1-20) (e.g. SPT4, SPT18).

- 1.3. Institutional Support, Institutional Policy on Intellectual Property:** The College's Strategic Plan for 2018 – 23 calls for the creation of a Joint Administrative/Faculty Distance Learning Governance Committee to promote core standards (SPT2). One responsibility of this body will be to make sure that the policy is up-to-date.
- 2.3, 2.4, and 2.7. Technology Support, A Centralized System Provides for Building and Maintaining Online Educational Infrastructure (2.3); Online Course Delivery is considered and supported as Mission Critical (2.4); and Systems are Administered in compliance with established data management practices (2.7):** Our LMS, Blackboard, is hosted by ITEC in the ITEC Data center. It is managed and supported as a Mission Critical application. Blackboard Collaborate has been added to provide virtual office hours, collaboration, video and teleconference functionality. Panopto, the video platform for universities, has been added to manage, record, live stream, archive, share videos and digital assets created by faculty and students. Panopto provides lecture capturing and flipped classroom capability to Old Westbury Faculty for online and in class modes of delivery. The importance of maintaining and staffing essential facilities including online technology resources is incorporated in Strategic Plan (SPT18).

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**3.12. Course Development and Instructional Design, Curriculum Development is a Core Responsibility for Faculty:** Old Westbury is a Comprehensive College, so the faculty's primary responsibility is instruction. Shared governance, which is founded on the faculty's expertise in their fields, insures that the faculty zealously guards its primacy in the development as well as delivery of the curriculum. The strategic plan calls for this to be institutionalized in the structure of Distance Learning through the creation of a Joint Administrative/Faculty Distance Learning Governance Committee to promote core standards and the expansion of workshops on pedagogy, explicitly including online and hybrid as well as traditional formats, which will be one of the responsibilities of the additional Instructional Design Staff the plan calls for (SPT2, SPT5, and SPT10).

**4.2 and 4.4. Course Structure, Course Structure Ensures Access to Library Learning Resources (4.2), and Access to Technical Support Clearly provided to Students in Course (4.4):** Information on and links to Library Learning Resources and Technical Support are maintained in the Student Center tab which is accessible from within all courses. The information and links will be updated and expanded as appropriate by the Instructional Design Staff in coordination with the Library Staff. The expansion of the Instructional Design staff will strengthen our ability to maintain and expand the links to technical support (SPT 5), while the Strategic Plan calls for online library access to be strengthened generally (Strategic Plan Implementation Plan Goal 1, Objective A, Strategy 7, p. 4). Furthermore, the College has committed to these accesses in both our proposal for our first online degree, an online track for our MS in Accounting, and also in a Performance Improvement Fund grant the College received from SUNY to support it.

**7.1 and 7.2. Faculty Support, Technical assistance is provided for both online course development and delivery (7.1), and Training and Support are Provided for Online Course Development and Teaching (7.2):** Expansion of the Instructional Design staff is stipulated in the College's Strategic Plan (SPT5) and is supported by the SUNY System via a Performance Improvement Fund grant. This will insure the ability to continue and develop Instructional Design and Technology support.

**8.9. Student Support, Students are Provided Non-Instructional Support Services:** The College's commitment to expand recruitment and support of post-traditional face-to-face students as well as online students will insure continuance of its development on web-based delivery of administrative support services (SPT14).

## **IV. Closing the Gaps: The Indicators and the Strategic Plan**

### **A. Introduction**

As mentioned in the previous section, this Institutional Readiness Assessment was conducted at the same time as the College's Institutional Strategic Planning process. Its results fed directly into that process, and they are addressed in multiple places in the Strategic Plan (more specifically, in the Strategic Plan's separate, more detailed Implementation Plan). Therefore, in this section the analysis and summary of the actions needed to close the gaps in the Indicators where the College scored less than a 3 has been composed to refer to the College's Strategic Plan's Implementation Plan (hereinafter referred to simply as the "Strategic Plan" or "Plan"). Because of the intricacy of the relationship between the IRA and the Strategic Plan, with many IRA Indicators supported at multiple points within the Plan and numerous individual points in the Plan addressing multiple IRA Indicators, this section is complemented by Appendix C, and the two are designed to work together, as explained below.

In the current section, the Institutional Readiness Assessment Indicators rated less than 3 are listed in order, with a discussion of each describing how it will be addressed in the context of the Strategic Plan. It provides an overview of plans for improvement in a way that can be read through, or easily consulted directly or by reference from Appendix C. Appendix C is referenced in turn in the discussion of each Indicator since it shows where the Indicator fits into the Strategic Plan and points to the specific places in the Strategic Plan that discuss the timing of and responsibility for addressing the issues the Indicator involves.

Appendix C is organized according to topics in the Strategic Plan's Implementation Plan related to Distance Learning, with the specific Indicators in the Institutional Readiness Assessment they address listed below them. It is designed to facilitate the planning and assessment of the implementation of the Strategic Plan by providing guidance to the specific needs that provisions of the Plan were created to address. Planners seeking to implement various elements of the Plan can reference from Appendix C to the current section for the Indicators that identified the issues these elements of the Plan were designed to address, along with a discussion of how each issue needs to be addressed. Similarly, assessors can use Appendix C to guide their efforts to assess the progress of the implementation of the Strategic Plan. Since ongoing institutional assessment is a major priority of the Strategic Plan, Appendix C should be of particular use to the Strategic Planning, Assessment, Analysis and Review (SPAAR) committee, which the College is establishing to oversee the implementation and assessment of the Strategic Plan.

Note that in addition to section C below and Appendix C, Appendix A contains a list of the IRA Indicators in table form sorted by consensus rating. The Indicators rated 0 are listed first, 1's are listed next, 2's are listed after that, and 3's are listed at the end. The purpose of this listing is to highlight the Indicators where the need for improvement is

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presumptively strongest. Reference is given to the Strategic Plan Topics (SPTs) that address the needs identified by each Indicator to facilitate easy reference from Appendix A to Appendix C, while the Indicator ID numbers facilitate easy reference into the detailed discussions of the indicator in section C, below.

### **B. Narrative Overview**

While this plan's structure of cross-references between the numerical listing of Indicators in this section and Section III, above; the Strategic Plan Topics in Appendix C; and the "order of urgency" ratings in Appendix A reflects the unusual circumstances of the close connection between the Institutional Readiness Assessment and the College's Strategic Planning process, and is designed to maximize this document's utility for both those working on enhancing the College's Distance Learning program and those working on implementing and overseeing the Strategic Plan, before laying out the plans for each individual Indicator in turn, an overview of the temporal and functional workings of this relationship will be outlined here.

Appendix C groups the 20 Strategic Plan Topics into 5 major themes:

- Enhancing Administration and Governance of the Distance Program,
- Increasing Support of the Online Program,
- Promoting Faculty Development,
- Enhancing the Student Online Experience, and
- Maintaining and Upgrading the Technological Infrastructure.

Enhancing Administration and Governance of the Distance Program includes 4 SPTs: regularizing the executive leadership of Distance Learning by hiring a staff or appointing a faculty director, creating a joint administrative/faculty governance committee to promote core standards, strengthening departmental oversight of Distance offerings via training for chairs and incorporation of Distance issues into five year reviews, and assessing progress toward Strategic Goals. Implementation of these SPTs will directly address a number of specific Indicators, and are crucial for leading enhancements of many others.

As detailed in the discussion of SPT1, the staffing of the Director of Distance Learning (DDL) position became one of too-many responsibilities for the incumbent in the past few years, so regularizing this position became a stated goal of the Strategic Plan. The DDL is needed to play a leading role in many initiatives, as is mentioned in many of the specific discussions below and in Appendix C. This person will also track enhancements to the various indicators using an electronic version of the table contained in Appendix D, below; will work with the SPAAR committee to assess progress in the Distance portions of the Strategic Plan and plan further steps; and will

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collaborate with the Instructional Design and Instructional Technology staffs to implement enhancements in their areas.

One of the first and most important things the Director of Distance Learning needs to do is work with Faculty Governance and the College Administration to organize the Distance Learning Governance Committee. It will act as the legislature for Distance Learning, setting standards and balancing considerations of faculty prerogative, disciplinary needs, and student interests in the design and teaching of courses and programs, and addressing specific policy issues raised by various Indicators and Strategic Plan initiatives.

The Director of Distance Learning and the Governance Committee will jointly work with Departments and Faculty Governance to incorporate Distance issues more explicitly in the routine of departmental operations and periodic reviews. The DDL will work with the Instructional Design staff to provide training to program chairs, deans, and directors, and with the Governance to explicitly incorporate Distance issues raised by the Indicators into departmental and program review structures.

The Strategic Plan calls for the SPAAR committee to oversee annual assessments of the College's progress toward implementation of its Strategic Plan. This provides a natural structure for the College's progress toward implementation of the enhancements indicated by the Institutional Readiness Assessment to be monitored, as an integral part of the larger process. The Plan also calls for the specific assessment of Distance Learning as an academic program, which will be overseen by the Director of Distance Learning in conjunction with the Director of Assessment.

The theme Increase Support of the Distance Program includes 5 topics: hiring at least one additional Instructional Designer, increasing awareness of existing and future technology resources, expanding distance offerings, "execut[ing] the implementation" of the "Open SUNY Institutional Readiness Assessment," and ensuring that all online materials are accessible. Like regularizing the executive leadership of the Distance Program, hiring additional Instructional Design staff will address a number of Indicators directly and enable us to address many others as well, as is detailed below and in Appendix C. Increasing awareness of technology resources and expanding distance offerings address a number of specific Indicators, while executing the implementation of the IRA provides a general provision to address the few needs identified by the Indicators that are not directly addressed elsewhere in the Strategic Plan.

Promoting Faculty Development includes 2 topics, supporting faculty professional development and providing opportunities for departments and individual faculty to gain access to emerging technologies. These address a number of specific Indicators, and increasing our Instructional Design staff will particularly help us implement them.

Enhancing the Student Online Experience includes 4 topics: promoting digital literacy, enhancing online student support, enhancing online administrative functions, and promoting online community. Of these, promoting digital literacy receives strong

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emphasis in the Strategic Plan, and will address a variety of needs identified by the IRA. It and enhancing student support will receive particular help from the enlargement of the Instructional Design staff. Enhancing online administrative functions is part of a broader push to continue modernizing the College's administrative functionality to better serve traditional as well as online students. Promoting online community is the area that received the least attention in the Strategic planning process, but there are several items in it that will promote this dimension of the students' College experience, and the general provision under Increasing Support of the Distance Program can be invoked as appropriate.

Finally, Maintaining and Upgrading the Technological Infrastructure includes 5 topics: creating a hybrid production studio, enhancing online identity verification, maintaining and staffing essential facilities, developing an annual survey to assess use of available Instructional Technology, and continuously assessing non-academic technology needs. The first and third address fairly specific needs and a handful of Indicators, and will be primarily the responsibility of the Information Technology department. The second was adopted in response to a call by the State Education Department reviewer of our Online MS in Accounting program: even though we conform to Federal and Middle States standards, we agreed to explore additional measures for the Online MS in Accounting, and will use the results to enhance our identity verification measures more generally. The fourth will be a joint effort between the Director of Distance Learning and the IT department, while the fifth will be primarily the responsibility of IT.

As the above discussion indicates, the topics in the first and second themes will in many ways lay the groundwork for the enhancements called for in the rest. Appendix A will be used to assess the relative urgency of the various tasks that need to be undertaken, and the details of how these will be conducted are contained below, in the sequential discussion of the Indicators, and in Appendix C.

### **C. The Indicators**

This section lists all Institutional Readiness Assessment Indicators rated less than 3 in order, with a discussion of each describing how it will be addressed in the context of the Strategic Plan. Note that in the items below, "(SPT#)" refers to a Strategic Plan Topic enumerated in Appendix C.

Note also that suggestions made by the Open SUNY reviewer of a draft of this document included at the end of the discussion of some items so they can be considered as work is undertaken to enhance them. These are formatted as follows:

#### **Open SUNY Suggestions:**

General Comment:

- Suggestion #1
- Suggestion #2
- Etc.

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### **1. Institutional Support**

#### **1.1. The institution has a governance structure to enable clear, effective, and comprehensive decision making related to online education. (Current Rating: 1)**

Old Westbury's strategic plan commits the College to enhance the institution's administrative and governance structures to strengthen its decision making related to online education in 4 ways. First, it will regularize executive leadership of its Distance program. (SPT1) Second, it will create a joint administrative/faculty task force/governance committee to promote core standards. (SPT2) Third, it will strengthen departmental oversight via training for chairs and incorporation of Distance issues into five year reviews, and fourth it will include the Distance program in its ongoing and cumulative assessments of the College's progress toward its strategic goals. (SPT3 and SPT4)

#### **1.2. The institution has policy and guidelines that confirm a student who registers in an online course or program is the same student who participates in and completes the course or program and receives academic credit. This is done by verifying the identity of a student by using methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) other technologies and practices that are effective in verifying student identity. (Current Rating: 1)**

While the College currently meets federal, state, and Middle States standards of identity verification via a secure login and pass code, the Strategic Plan commits the College both to investigate means to enhance student identity verification in specific online courses and to balance "openness, access, agility" with "security of data and systems" more generally. The College is currently piloting Proctor U's remote identity verification and proctoring service to determine if this or a similar system is a feasible upgrade that can be adopted systematically. (SPT17)

##### **Open SUNY Suggestion:**

- Monitor System-wide initiatives and efforts to assist campuses with this.

#### **1.4. The institution has defined the strategic value of online learning to its enterprise and to stakeholders. (Current Rating: 1)**

The Strategic Plan explicitly identifies assessment of the Distance program as a part of its ongoing and cumulative assessments of the College's progress toward its strategic goals. (SPT4) Furthermore, the Plan calls for communications efforts to increase awareness of existing and future technology resources in general and in terms of instructional technology in particular, for consideration of expansion of Distance offerings to meet strategic goals, and, more generally, to "execute the implementation of SUNY Old Westbury's Open SUNY Institutional Readiness Assessment. (SPT6, SPT7, SPT8)

#### **1.5. The organizational structure of the online program supports the institution's mission, values, and strategic plan. (Current Rating: 2)**

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The enhancements to the Distance program's administrative and governance structures and assessment will increase the distance's program alignment with institutional mission and values and its strategic plan. (SPT1, SPT2, SPT3, SPT4)

### **1.6. The online program's strategic plan is reviewed for its continuing relevance, and periodically improved and updated. (Current Rating: 1)**

The inclusion of the Distance program in the College's ongoing and cumulative strategic assessment and planning will necessitate regular review and revision of its strategic direction. (SPT4)

### **1.7. The institution has a process for planning and resource allocation for the online program, including financial resources, in accordance with strategic planning. (Current rating: 1)**

The inclusion of the Distance program in the College's ongoing and cumulative strategic assessment and planning will involve it in the resource allocations in accordance with strategic planning. (SPT4) Furthermore, the Strategic Plan makes an explicit commitment to consider expanding online classes and programs to promote strategic goals involving smoothing students' pathway to completion and finding new sources of revenue (SPT 7), and makes provision for regular assessment of both instructional and administrative technology needs (SPT19 and SPT20).

### **1.8. The institution demonstrates sufficient resource allocation, including financial resources, in order to effectively support the mission of online education. (Current rating: 2)**

In addition to funding the LMS, Open SUNY membership (including Helpdesk support), and Instructional Designer, the institution gives a stipend of \$2000 to faculty who train for and create new online classes, and \$1000 to faculty who train for and create new hybrid classes. The Strategic Plan commits the College to additionally hire a second Instructional Designer (SPT5), expand its distance offerings (SPT7), insure that all online materials are accessible (SPT9), promote students' digital literacy (SPT12), maintain its contracted online tutoring service (SPT13), enhance online access to administrative functions (SPT14), and enhance its online identity verification capabilities (SPT17).

### **1.9 The institution has a governance structure to enable systematic and continuous improvement related to the administration of online education. (Current Rating: 1)**

The Strategic Plan's combination of institutionalized assessment (SPT4), strengthened executive administration (SPT1), creation of a joint governance/administration governing body to create new policies (SPT2), and more clearly delineated

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departmental responsibilities (SPT3) will promote systematic and continuous improvement in the administration of online education.

### **Open SUNY Suggestion:**

- Consider using this Institutional Readiness process again to address this standard.

## **2. Technology Support**

**2.1 A documented technology plan that includes electronic security measures (e.g., password protection, encryption, secure online or proctored exams, etc.) is in place and operational to ensure quality, in accordance with established standards and regulatory requirements. (Current Rating 2)**

The Strategic plan includes provisions for enhanced administrative technologies for students, with the specific inclusion of Online students (SPT14), identity verification and the balancing of openness and security (SPT17), which will be monitored through the assessment of and planning for progress in implementing the Strategic Plan (SPT4).

**2.2 The technology delivery systems are highly reliable and operable with measurable standards being utilized such as system downtime tracking or task benchmarking. (Current Rating: 2)**

The CIO will work with the ITEC CIO to undertake efforts to enhance these aspects of the College's technology delivery systems under the Strategic Plan's mandate to address the results of this Institutional Readiness Assessment (SPT 8) as appropriate in light of the institution's overall technology needs and resources.

**2.5. The institution has established a contingency plan for the continuance of data centers and support services in the event of prolonged service disruption. (Current Rating: 2)**

The CIO will work with the ITEC CIO to undertake efforts to enhance these plans under the Strategic Plan's mandate to address the results of this Institutional Readiness Assessment (SPT 8) as appropriate in light of the institution's overall technology needs and resources.

**2.6. Faculty, staff, and students are supported in the development and use of new technologies and skills. (Current Rating: 2)**

Expanding support in this area for faculty and students will be one of the important responsibilities of the new Instructional Designer. (SPT5) The Strategic Plan explicitly calls for faculty, student, and staff's awareness and use of existing and future technology resources, both instructional and more general, be increased. (SPT6, SPT11, SPT12, SPT13, SPT16)

### **Open SUNY Suggestions:**

Specify what the Instructional Designer will do:

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- What the process or mechanism is by which the technology and skills will be identified for development.
- How the Instructional Designer will decide what to do.
- When it will be initiated.
- By when it will be completed.

### **3. Course Development and Instructional Design**

#### **Open SUNY Suggestion:**

- Don't forget that you can leverage Open SUNY Online Teaching resources in this category, and as a way to bridge the gap till you hire your own staff. See the open SUNY SLA for this.

#### **3.1. Guidelines regarding minimum requirements for course development, design, and delivery of online instruction (such as course syllabus elements, course materials, assessment strategies, faculty feedback) are followed. (Current Rating: 2)**

Creation of such guidelines through a process faculty will accept as valid is a prime motivation for creating the joint faculty/administrative governance body (SPT2). Responsibility for seeing that they are followed, like responsibility for the instructional program overall, will rest with the academic programs, whose ability to do will be enhanced through training (SPT3) and assessment (SPT4). Creation of the guidelines will be informed by input from the augmented Instructional Design staff (SPT 5).

#### **Open SUNY Suggestions:**

The DL governance committee should collaboratively develop guidelines for course development, design, and teaching that could include:

- An online course development and delivery agreement document to be signed by all online faculty.
- A Template for all new online courses to ensure that all important documents are included.
- Policies and procedures that ensure compliance with the best practices in online education.
- Endorse the requirement that the Open SUNY Course Quality Review (OSCQR) rubric be used for all new and existing online courses.
- During the training process, ensure that faculty are aware of and have access to exemplary courses at our institution and throughout SUNY.

#### **3.2. Course embedded technology actively supports the achievement of learning outcomes and delivery of course content and superfluous use of technology is minimized. (Current Rating: 2)**

As with other aspects of the instructional program, the faculty have responsibility for the quality of its offerings through their programs (SPT3), informed by the results of assessment (SPT4) and the input of Instructional Designers (SPT5), and aided by the latter's direct consultations and faculty development workshops (SPT10).

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### **Open SUNY Suggestions:**

- Investigate technologies that are being used by faculty.
- Determine the extent to which technologies support learning outcomes.
- Develop steps for evaluating new technologies.
- Develop training program for any new technologies.

### **3.3 Instructional materials and course syllabi are reviewed periodically to ensure they meet online course and program learning outcomes. (Current Rating: 1)**

Under the Strategic Plan, academic programs will be given additional guidance in order to discharge their responsibility in this area on an ongoing basis and in their Five Year Reviews (SPT3). If new policies are needed to promote this, they will be enacted by the joint faculty/administrative governance committee (SPT2).

### **Open SUNY Suggestion:**

- Review every three years on a rolling basis, so not all are happening in the same year.

### **3.4. A course development process is followed that ensures courses are designed so that students develop the necessary knowledge and skills to meet measurable learning outcomes at the course and program level. (Current Rating: 1)**

Under the Strategic Plan, academic programs will be given additional guidance in order to discharge their responsibility in this area on an ongoing basis and in their Five Year Reviews. (SPT3) The Instructional Design staff will provide technical support in designing and implementing the development process (SPT5).

### **Open SUNY Suggestions:**

- Reference OSCQR.
- Adopt the “Interested in Teaching Online” resources for new online faculty.
- Develop a course creation process that all are required to follow.
- Demonstrate that all online course outcomes meet program learning outcomes.
- Create necessary policies and procedures to support this effort.

### **3.5. A process is followed that ensures that permissions (Creative Commons, Copyright, Fair Use, Public Domain, etc.) are in place for appropriate use of online course materials. (2)**

The College’s Distance policies require that faculty secure the requisite permissions for materials they use, and the Library has prepared materials to help faculty in this. Enforcement of this policy will be part of programs’ enhanced oversight (SPT3), and systematic training in it a responsibility of the expanded Instructional Design staff (SPT5).

### **Open SUNY Suggestions:**

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- Leverage Open SUNY, SUNY Center for Professional Development, and Online Learning Consortium online teaching resources.
- Develop guides, tools, and training to support online faculty.
- Perform intermittent checks to see that policy is being adhered to.

### **3.6. Course assignments and activities are reviewed periodically to ensure they meet online course and program learning outcomes. (Current Rating: 1)**

Under the Strategic Plan, academic programs will be given additional guidance in order to discharge their responsibility in this area on an ongoing basis and in their Five Year Reviews. (SPT3) If new policies are needed to promote this, they will be enacted by the joint faculty/administrative governance committee. (SPT2).

#### **Open SUNY Suggestion:**

- Use the OSCQR rubric and process.

### **3.7. Student-centered instruction is considered during the course-development process. (Current Rating: 2)**

This issue is raised in the mandatory training faculty do before teaching both their first online and their first hybrid course, but it will be reinforced in workshops made possible by our increased Instructional Design staff (SPT5, SPT10).

#### **Open SUNY Suggestions:**

- There may be an opportunity to leverage the Open SUNY online faculty mentoring program to expand potential mentors for this beyond those on your campus.
- Enhance training offerings to focus on student-centered instruction.
- Investigate having faculty mentors for new online instructors, including using the system-wide network of mentors to offer our online faculty the opportunity to observe and be mentored by experienced online faculty.
- Target both new and experienced online faculty with professional development offerings from professional learning options targeting student centered instruction by Open SUNY and/or the Online Learning Consortium.

### **3.8. There is consistency in course development for student retention and quality. (Current Rating: 1)**

This will be promoted via faculty development workshops (SPT10) conducted by the increased Instructional Design staff (SPT5). Currently only the courses in our new Online Masters in Accounting program are developed with this requirement. If new policies are needed to promote this more generally, they will be enacted by the joint faculty/administrative governance committee. (SPT2)

#### **Open SUNY Suggestions:**

- Emphasize use of the OSCQR standards for consistency and accessibility.
- Review learning objectives for courses.
- Create a peer review process before course is offered.
- Develop reporting based on measurable goals.

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- Implement an early alert system like Starfish, or specifically target a small set of at risk behaviors at the start of the semester with specific interventions.

### **3.9. Course design promotes both faculty and student engagement. (Current Rating: 2)**

This will be promoted via faculty development workshops (SPT10) conducted by the increased Instructional Design staff (SPT5). Currently only the courses in our new Online Masters in Accounting program are developed with this requirement. If new policies are needed to promote this more generally, they will be enacted by the joint faculty/administrative governance committee. (SPT2)

#### **Open SUNY Suggestions:**

- Emphasize this in the training program for faculty.
- Follow the OSCQR rubric.
- Use feedback from students to improve course design.

### **3.10. A process is followed for evaluating the effectiveness of current and emerging technologies to support the achievement of learning outcomes and delivery of course content. (Current Rating: 1)**

This sort of evaluation will be a responsibility of the additional Instructional Design staff (SPT5), and will also be conducted via the annual survey to assess use of Instructional Technology in all course delivery modes (SPT19)

#### **Open SUNY Suggestions:**

- Develop an annual small grant program offered to faculty to pilot test emerging tech. They will be required to report on their pilot/share findings, and make recommendations for broader institutional use/implementation. They may be required to assist in training faculty/students in new tech if there is broader institutional adoption of specific tech.
- Create a process and committee to review recommendations for institutional adoption.
- Present emerging/instructional technology to faculty in conjunction with the IT department.
- Work with the professional development office to ensure that our offerings are widely disseminated.
- Where emerging technologies are used, survey students to understand their feelings towards the new technology.
- Investigate how other institutions evaluate the effectiveness of emerging technology.

### **3.11. Usability tests are conducted and applied, and recommendations based on Web Content Accessibility Guidelines (WCAGs) are incorporated. (Current Rating: 1)**

The Strategic Plan explicitly calls for all online materials to be ADA compliant. (SPT 9) Testing will be the responsibility of the second Instructional Designer (SPT5) and results and recommendations will be conveyed to the faculty via training and workshops

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(SPT10) We have recently purchased Blackboard Ally, which will enable us to automatically scan online course materials for accessibility, and are currently piloting its use. We anticipate that implementation of this technology and the techniques to use it will raise our score here to a 2.

### **Open SUNY Suggestions:**

- Use OSCQR to ensure that all new online courses are reviewed for accessibility, including that in-course videos have a transcript and captioning.
- Begin an initiative to review all existing courses for accessibility using OSCQR, including that in-course videos have a transcript and captioning.
- Online administrators, faculty, and staff should seek out professional development opportunities in order to understand accessibility on a deeper level.
- Have all Instructional Designers get training in accessibility and UDL by OLC.
- Work closely with the disabilities office to ensure online courses meet WCAGs.

## **4. Course Structure**

**4.1. The online course includes a syllabus outlining course objectives, learning outcomes, evaluation methods, books and supplies, technical and proctoring requirements, and other related course information, making course requirements transparent. (Current Rating: 2)**

Faculty are already trained to include this information, but it can be reinforced by the augmented Instructional Design staff (SPT5) via faculty development workshops (SPT10). If new policies are needed to promote this more generally, they will be enacted by the joint faculty/administrative governance committee. (SPT2)

**4.3. Expectations for student assignment completion, grade policy, and faculty response are clearly provided in the course syllabus. (Current Rating: 2)**

Faculty are already trained to include this information, but it can be reinforced by the augmented Instructional Design staff (SPT5) via faculty development workshops (SPT10). If new policies are needed to promote this more generally, they will be enacted by the joint faculty/administrative governance committee. (SPT2)

### **Open SUNY Suggestion:**

- Develop a course syllabus template for use in all online classes that provides explicit information for the online course on assignment completion, grade policy, and faculty response and other expectations.

**4.5. Instructional materials are accessible to the student, easy to use, and may be accessed by multiple operating systems and applications. (Current Rating: 2)**

Our Blackboard LMS takes care of the operating system issue, and our faculty are already trained to make their material accessible (SPT9) and easy to use, but these can be reinforced by the augmented Instructional Design staff (SPT5) via faculty development workshops (SPT10). (Note that at the moment Safari causes intermittent

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problems with student submissions via Blackboard; but Blackboard is aware of the problem and working to eliminate it.)

### **Open SUNY Suggestions:**

- Revise the online syllabus to include links to needed downloads.
- Review with your tech team and Help Desk.
- Check out the Open SUNY Help Desk knowledge base resources.
- Leverage Open SUNY/Online Learning Consortium professional development for new and existing faculty on some Universal Design for Learning (UDL) and accessibility basics like making pdfs accessible, alt tagging images, captioning videos, reviewing, updating, and selecting resources that are already compliant.

### **4.6. Instructional materials are easily accessed by students with disabilities via alternative instructional strategies and/or referral to special institutional resources. (Current Rating: 1)**

Faculty are already trained to make their material accessible (SPT9), our Office of Services for Students with Disabilities is experienced with giving support to students who need it and has an Accommodations Coordinator whose responsibilities include working with individual students, and we have recently purchased Blackboard Ally to automate inspection of online course materials for accessibility and are piloting its use. These will be reinforced by the augmented Instructional Design staff (SPT5) via faculty development workshops (SPT10).

### **Open SUNY Suggestions:**

Work with the Campus Disability Services to

- Make sure student needs are being met.
- Review and document accommodations procedures.
- Make sure the information is posted in each course syllabus, link in each online course, and link on the online learning landing page for all online students.

### **4.7. Opportunities/tools are provided to encourage student-student collaboration (i.e., web conferencing, instant messaging, etc.) if appropriate. (Current Rating: 2)**

The augmented Instructional Design staff (SPT5) will provide workshops (SPT10) to help faculty incorporate these features into courses as appropriate. Faculty will be encouraged to become familiar with the technologies these involve (SPT6), as they will promote student digital literacy generally (SPT12) as well as engagement with the specific material.

### **Open SUNY Suggestions:**

- Instructional Design staff will be trained in UDL principles.
- Faculty training, best practices, and models in Student to student collaboration using synchronous and asynchronous tools will be developed and delivered.

### **4.8. Rules and standards for appropriate online student behavior are provided within the course. (Current Rating: 2)**

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Faculty are already trained to include this information, but it can be reinforced by the augmented Instructional Design staff (SPT5) via faculty development workshops (SPT10), as they will promote student digital literacy generally (SPT12) as well as engagement with the specific material.

### **Open SUNY Suggestions:**

- Develop a "Netiquette" policy to include in the Student Code of Conduct.
- Incorporate "Netiquette" policy into the online course outline template and syllabus template used by online faculty.

## **5. Teaching and Learning**

### **5.1. Student-to-student interaction and faculty-to-student interaction are essential characteristics and are facilitated through a variety of ways. (Current Rating: 1)**

The faculty/administration governance committee will decide if these features should be mandatory (SPT2). If so, they will be supported by the enhanced Instructional Design staff with workshops (SPT5) and enforced by programs as part of their insurance of the quality of their offerings (SPT3).

### **Open SUNY Suggestions:**

- Explore resources and professional development options available via Open SUNY.
- Make sure this is in the faculty expectations agreement for those that agree to teach online if one is adopted.
- Promote effective interaction strategies.
- Provide models and examples from your existing faculty.
- Use exemplary existing faculty as mentors to help guide and illustrate effective strategies.
- Incorporate standards and strategies to support effective interaction in the online faculty development.
- Review online courses to ensure that they meet the OSCQR (or Quality Matters) standards and effective practices

### **5.2. Feedback on student assignments and questions is constructive and provided in a timely manner. (Current Rating: 2)**

Under the Strategic Plan, academic programs will be given additional guidance in order to discharge their responsibility in this area on an ongoing basis and in their Five Year Reviews. (SPT3) If new policies are needed to promote this, they will be enacted by the joint faculty/administrative governance committee. (SPT2).

### **Open SUNY Suggestions:**

- Create guidelines on providing online students feedback consistent with effective practices, and the OSCQR rubric
- Provide training, models, and examples.
- Document standards, policy, and/or expectations in the online faculty agreement.

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### **5.3. Students learn appropriate methods for effective research, including assessment of the validity of resources and the ability to master resources in an online environment. (Current Rating: 2)**

Academic programs and their faculty will be expected to discharge their responsibility in this area on an ongoing basis and through their Five Year Reviews (SPT3) to promote student digital literacy generally (SPT12) as well as competence in their specific discipline.

#### **Open SUNY Suggestions:**

- Have the library produce high-quality materials/tutorials to help both faculty and students in their pursuit of valid resources.
- Identify the need for an online learning librarian and hire them.
- Train faculty to understand how to use the online resources
- Link to resources from each online course in the course template.
- Incorporate a library tutorial into each online course with access for faculty so they can assess student progress with the tutorials in a more meaningful way.
- Consider using Open SUNY and Online Learning Consortium professional development resources for assistance in this area.

### **5.4. Students are provided access to library professionals and resources to help locate, analyze, evaluate, synthesize, and ethically use a variety of information resources. (Current Rating: 2)**

Academic programs and their faculty will be expected to discharge their responsibility in this area on an ongoing basis and through their Five Year Reviews (SPT3) to promote student digital literacy generally (SPT12) as well as competence in their specific discipline.

#### **Open SUNY Suggestions:**

- Add a Library tab to Blackboard and monitor use.
- Develop information literacy module to be included in all online courses during the first week of the semester.
- Assess online courses for adequacy and availability of these resources.

### **5.5 Instructors use specific strategies to create a presence in the course. (Current Rating: 2)**

Faculty are already trained to do this, but it will be reinforced by the augmented Instructional Design staff (SPT5) via faculty development workshops (SPT10).

#### **Open SUNY Suggestions:**

- Incorporate the Community of Inquiry model into the online faculty development program for both new and experienced online faculty.
- Create a list of ideas that instructors can use for online presence in the classroom.

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- Hold regular “brown bag lunches” for collaboration in pedagogy, (include experienced online faculty to share tips/suggestions and mentor new faculty and/or to share experiences with each other), etc.
- Provide both online and face-to-face training (if requested) on using the virtual classroom and/or chat in Blackboard.
- Use the OSCQR rubric to support and scaffold effective social and teaching presence strategies.

### **6. Student Social Engagement**

#### **6.1. Students should be provided a way to interact with other students in an online community (outside the course). (Current Rating: 1)**

Students should be made aware of resources to do this that exist at the college (Skype for Business, Blackboard Collaborate, Teams in the Portal and Organizations in Blackboard, and Zoom) (SPT6) and supported in using them by the augmented Instructional Design Staff (SPT5) as part of fostering their Digital Literacy (SPT12) as well as promoting community. New technologies for accomplishing this should be sought as part of the continuous assessment of non-academic technology needs. (SPT20)

##### **Open SUNY Suggestion:**

- Create a monitored Facebook or LinkedIn page for all online students.

### **7. Faculty Support**

#### **7.3. Faculty receive training and materials related to Fair Use, plagiarism, and other relevant legal and ethical concepts. (Current Rating: 2)**

The College's Distance policies require that faculty secure the requisite permissions for materials they use, this is included in the mandatory training that faculty receive before their first Distance course, and the Library has prepared materials to help faculty in this. Additional training in it via professional development workshops (SPT10) will be conducted by the expanded Instructional Design staff (SPT5).

##### **Open SUNY Suggestions:**

- Create weekly face-to-face or online webinars that faculty are required to attend to engage in discussion on pedagogy and effective online course design techniques and best practices.
- Schedule weekly drop-in sessions at a computer lab to assist faculty with technical issues.

#### **7.4. Faculty are provided on-going professional development related to online teaching and learning. (Current Rating: 2)**

Faculty are currently trained before teaching Distance courses, have limited on-campus opportunities for professional development in Distance technologies and pedagogies,

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and can make use of Open SUNY professional development opportunities. An additional Instructional designer (SPT5) will make more on-campus workshops (SPT10) feasible, in collaboration with the existing TLRC and the Center for Enhanced Teaching and Learning (CETL) structure being implemented per the Strategic Plan.

### **Open SUNY Suggestions:**

- Create a new online faculty development process, and initiative-based experienced online faculty trainings.
- Nominate two online teaching ambassadors for system-wide recognition.

### **7.5. Clear standards are established for faculty engagement and expectations around online teaching (e.g., response time, contact information, etc.) (Current Rating: 1)**

The faculty/administration governance committee will decide if these should be standardized for our campus (SPT2). If so, they will be enforced by programs as part of their insurance of the quality of their offerings (SPT3).

### **7.6. Faculty are informed about emerging technologies and the selection and use of new tools. (Current Rating: 1)**

The augmentation of our Instructional Design staff (SPT5) will make it possible to research and disseminate information about these, which is an explicit goal of the Strategic Plan (SPT6 and SPT11)

### **Open SUNY Suggestions:**

- Provide information on new technology to faculty via a monthly newsletter and scheduled webinar trainings.
- Create a process to move a new technology from an idea to experiment to larger scale adoption by the institution.

## **8. Student Support**

### **8.1. Before starting an online program, students are advised about the program to determine if they possess the self-motivation and commitment to learn online. (Current Rating: 0)**

Since the College's Strategic Plan emphasizes cultivating students' Digital Literacy (SPT12) and therefore promotes use of Distance formats, it calls for this to be done in "ways that support student growth and success" (Goal 1, Objective A, Strategy 8, 3<sup>rd</sup> bullet point, p. 5), which means helping students approach Online courses realistically. Therefore, the Director of Distance Learning (SPT1) will work with the second Instructional Designer (SPT5) to create prominent links from the College's public website and internal Portal to the Open SUNY SmarterMeasure assessment tool that helps students gauge their readiness for Online classes, and also identify the skills they need to cultivate to work effectively in an online or technology-rich environment. In addition, the Director of Distance Learning will work with the First Year Program to

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basic Blackboard literacy is developed in First Year students in the college orientation part of the Freshman Seminar.

### **8.2. Before starting an online program, students are advised about the program to determine if they have access to the minimal technology skills and equipment required by the course design. (Current Rating: 1)**

Students are currently directed to the Open SUNY website to determine if they have the requisite equipment to take an online class at Old Westbury. The same resource created in 8.1 above will be able to help students also assess if they have the technology skills (SPT1, SPT5, SPT12).

#### **Open SUNY Suggestion:**

- Consider posting information on a prospective online student landing webpage with this information.

### **8.3. Before starting an online program, students receive (or have access to) information about program, including admission requirements, tuition and fees, books and supplies, technical and proctoring requirements, and student support services. (Current Rating: 2)**

The College website has significant information about its programs, admissions requirements and procedures, tuition and fees, technical requirements, and student support services, and information about books and supplies can be found at the College bookstore's site. For the future, the Strategic Plan calls for the website to be upgraded with improved academic department and degree pages (SPT15), and for administrative systems to be enhanced. The Director of Distance Learning (SPT1) and augmented Instructional Design staff (SPT5) will assist the College Communications office with this.

#### **Open SUNY Suggestions:**

- Develop a process for the delivery of Accuplacer virtually.
- Appraise best virtual institutional location for student online readiness indicator assessments.
- Explore current processes listed in benchmark and amend accordingly to accommodate virtual completion.
- Determine which fees are applicable to online learners.

### **8.4. Throughout the duration of the course/program, students have access to training and information they will need to secure required materials through electronic databases, interlibrary loans, government archives, new services and other sources. (Current Rating: 2)**

Faculty have the primary responsibility to make sure students know what they need to do to fulfill course assignments, and the mandatory training they receive before doing their first Distance course familiarizes them with the resources that are available and

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how to inform students about them. First and foremost among these is the Library's extensive online presence, both at its own website and via prominent links in the College's LMS. However, since expanding students' familiarity and comfort with online research and utilization of new technologies (SPT6) are part of developing their Digital Literacy (SPT12), strategic plan calls for vigorous expansion of activities that promote it.

### **8.5. Throughout the duration of the course/program, students have access to appropriate technical assistance and technical support staff. (Current Rating: 2)**

The College provides access to the Open SUNY Helpdesk and the College's own Helpdesk directs student inquiries about Blackboard to the campus' Instructional Designer. The addition of a second Instructional Designer will increase our capacity to provide such help (SPT5), not simply to address issue as they arise, but as part of the larger campaign to promote students' Digital Literacy (SPT12).

### **8.6. Support personnel are available to address student questions, problems, bug reporting, and complaints. (Current Rating: 2)**

The College provides access to the Open SUNY Helpdesk and the College's own Helpdesk directs student inquiries about Blackboard to the campus' Instructional Designer. The addition of a second Instructional Designer will increase our capacity to provide such help (SPT5), not simply to address issues as they arise, but as part of the larger campaign to promote students' Digital Literacy (SPT12).

#### **Open SUNY Suggestions:**

- Develop a concierge model for the vetting of online student issues.
- Formulate cross-training for delivery of concierge services.
- Track call times to inform help resolution effectiveness.

### **8.7. Students have access to effective academic, personal, and career counseling. (Current Rating: 2)**

Faculty and staff advisers routinely interact effectively with students via email, but the Strategic Plan's call to increase awareness of existing and future technology resources means that the Director of Distance Learning (SPT1) should work with the Instructional Design team (SPT5) to help faculty adopt the campus' Skype for Business and Blackboard Collaborate systems as appropriate. Also, the Strategic Plan calls for the College to increase its use of predictive analytics, notifications, and early warnings in an email-based system (EAB presently). (SPT13)

Remote personal counseling, in the form of psychological counseling, is problematic for reasons of both FERPA and liability, so our Health Services department would try to refer a student to an appropriate local provider rather than provide the service itself.

The College's Career Planning and Development office has a robust online presence already, but the Strategic Plan calls for it to expand by hiring a part-time career planning

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and development technology specialist to maintain databases and promote services via social/print media (SPT13: Goal 1, Objective C, Strategy 1, pp. 20, 22)

### **Open SUNY Suggestions:**

Review and revise (if necessary) current FERPA practices as they relate to the online learner.

- Investigate what other similar institutions in SUNY are doing to address this indicator.
- Train student support staff.

### **8.8. Frequently Asked Questions (FAQs) are provided in order to respond to students' most common questions regarding online education. (Current Rating: 2)**

This is not addressed directly in the Strategic Plan, but the regularization of the executive leadership of Distance learning (SPT1) plus the expansion of the Instructional Design staff (SPT5) will create enough resources that a FAQ page linked to the College's public-facing website, the internal Portal, and Blackboard can be created.

### **8.10. Policy, processes, and resources are in place to support students with disabilities. (Current Rating: 2)**

We currently have an Accommodations Coordinator in our Office for Services for Students with Disabilities whose responsibilities include supporting individual students with technical needs; we have recently purchased Blackboard Ally to automate inspection of online course materials for accessibility and are piloting its use; and further enhancement in this regard is addressed in the Strategic Plan by its commitment to insure that all online resources are accessible. (SPT9)

### **Open SUNY Suggestions:**

- Develop a communications process for online students requesting an accommodation by putting a link in each course, perhaps in the syllabus.
- Develop a process for the online delivery of the requested accommodation. Webpages to link to describing the process will be needed. This could go in a syllabus template for all online courses.
- Explore tools needed for digitized signatures.
- Also display this information so that it is accessible to prospective students.

### **8.11. Students have access to required course materials in print and/or digital format, such as ISBN numbers for textbooks, book suppliers, and delivery modes prior to course enrollment. (Current Rating: 1)**

Information about books and supplies can be found at the College bookstore's site, but this should be enhanced based on the Strategic Plan's call for "leading edge student services, including online students." (SPT14)

### **8.12. Program demonstrates a student-centered focus rather than trying to fit existing on-campus services to the online student. (Current Rating: 2)**

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Many of the College's services are web-based now, but this should be enhanced because of the Strategic Plan's call for "leading edge student services, including online students." (SPT14)

### **Open SUNY Suggestions:**

- Explore institutional structures and options and develop policies and procedures for effective delivery of student-centered services.
- Create a landing page for online students that describes everything from the online student perspective.

### **8.13. Efforts are made to engage students with the program and institution in order to minimize feelings of isolation and alienation. (1)**

Information on co-curricular and community activities is available on the College's website and via an informational "student center" accessible via a tab in Blackboard, but since the campus is only introducing its first Online degree programs now, promoting online engagement has not been a particular need or priority. As online-only students begin to enroll, this will become more important. The enhancements to the web site called for by the Strategic Plan will help with this (SPT15), as will the student-to-student communications fostered per item 6.1 (SPT 5, SPT6, SPT12, and SPT20).

### **Open SUNY Suggestions:**

- Form an Online Student committee to help determine needs.
- Stream athletic games online to students.
- Record /stream special events.
- Include online graduates in commencement.
- Foster club(s) for online only students.

### **8.14. The institution provides guidance/tutorials for students in the use of all forms of technologies used for course delivery. (Current Rating: 2)**

Links to the Open SUNY Student Orientation are provided, and instructors are trained to introduce all technological elements used in a course early-on, but the expansion of the Instructional Design staff (SPT5) is intended to facilitate more systematic orientation, training, and support opportunities for students as part of the promotion of their Digital Literacy (SPT12).

### **Open SUNY Suggestions:**

- Review current tutorial resources and identify gaps.
- Develop/adopt additional tutorials focused on technologies used for course delivery.
- Link to the Open SUNY HelpDesk knowledge base from the online student landing page, Blackboard, and within each course template.

### **8.15. Tutoring is available as a learning resource. (Current Rating: 2)**

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The campus currently provides Pearson/Smarthinking online tutoring to students for free, and the Strategic Plan calls for this to be continued. (SPT13) This service would be enhanced by greater promotion and publicity, which the Director of Distance Learning (SPT1) will need to arrange.

### **Open SUNY Suggestion:**

- Create a mechanism to assess the effectiveness of the service for continuous improvement.

### **8.16. Students are provided clear information for enlisting help from the institution. (Current Rating: 2)**

Contact information is given liberally on the website and in Blackboard, and the Student Portal contains much information as well as numerous forms through which students can get assistance. However, the very multiplicity of sources of information and destinations of specific requests can be confusing to students, so the Strategic Plan's calls for "leading edge" student services (SPT14) and a "next generation" website (SPT16) should include user-oriented design features that lead the student to the help they need.

## **9. Evaluation and Assessment**

### **9.1. The program is assessed through an evaluation process that applies specific established standards. (Current Rating: 1)**

The Director of Distance Learning (SPT1) will need to work with departments and schools to help them incorporate the Distance elements of their programs into the Five Year Reviews (SPT3) and with the Director of Assessment to conduct the periodic assessment of Distance Learning from an academic point of view (SPT4).

### **Open SUNY Suggestions:**

- Establish a Program Review template to conduct reviews of online courses in each discipline.
- Produce an Annual Institutional Report that includes metrics on retention and completion rates of online students as well as other appropriate measures.
- Review/Assess all online programs/courses annually.

### **9.2. A variety of data (academic and administrative information) are used to regularly and frequently evaluate program effectiveness and to guide changes toward continual improvement. (Current Rating: 1)**

The Director of Distance Learning (SPT1) will need to work with the SPAAR committee established by the Strategic Plan to take the results of the periodic assessment of Distance Learning from an academic point of view (item 9.1, above) and from various administrative points of view (items 9.4, 9.5, 9.6, 9.7, and 9.10, below) to evaluate program effectiveness and guide changes toward continual improvement (SPT4).

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### **Open SUNY Suggestions:**

- Develop/employ an annual surveys of faculty, students, and staff, not as an academic program evaluation, but for program evaluation and improvement.
- Work with your Institutional Research to identify/review metrics and enlist their assistance to gather data for this purpose.
- Consider participating in Open SUNY research initiatives when available.

### **9.3. Intended learning outcomes at the course and program level are reviewed regularly to ensure alignment, clarity, utility, appropriateness, and effectiveness. (Current Rating: 2)**

Programs will need to include their Distance offerings in reviews of their learning outcomes in Five Year Reviews and any other assessment reports. (SPT3)

### **9.4. A process is in place and followed for the assessment of support services for faculty and students. (Current Rating: 1)**

The College is just beginning to conduct annual assessments of administrative services. The Director of Distance Learning (SPT1) will continue to conduct and expand the scope of these, and will need to work with the SPAAR committee established by the Strategic Plan (SPT4) to incorporate these into the ongoing and cumulative assessments of the effectiveness of the Distance program specifically and the College's progress toward its strategic goals more generally.

### **Open SUNY Suggestions:**

- Every time someone calls our Helpdesk, they get the option to give feedback on that interaction.
- Determine at which touch points it makes sense to ask for feedback, with what frequency, when feedback will be reviewed, and what will be done with it.
- Create a satisfaction survey for faculty and students to assess support needs.

### **9.5. A process is in place and followed for the assessment of student retention in online courses and programs. (Current Rating: 0)**

The Director of Distance Learning (SPT1) will need to work with the Director of Institutional Research to put this assessment into place, and then integrate it with the administrative assessment of the Distance program, in order to execute the implementation of this Readiness Assessment (SPT8).

### **9.6. A process is in place and followed for the assessment of recruitment practices. (Current Rating: 0)**

The Director of Distance Learning (SPT1) will need to work with the Vice-President of Enrollment Services to put this assessment into place, and then integrate it with the administrative assessment of the Distance program, in order to execute the implementation of this Readiness Assessment (SPT8).

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### **Open SUNY Suggestion:**

- Set up the SUNY Enrollment Roundtable for your campus.

### **9.7. Program demonstrates compliance and review of accessibility standards (Section 508, etc.). (Current Rating: 1)**

The Strategic Plan commits the College to review online materials to ensure they are ADA compliant. (STP9)

### **Open SUNY Suggestions:**

- Develop faculty training on accessibility standards.
- Create Compliance Task Force to review compliance with accessibility standards.
- Provide clear public info on the website on this specific to online courses and programs.
- Specify the designated personnel on campus with knowledge specific to the issues of online students with disabilities.
- Create and provide training for anyone involved in serving online students with disabilities.
- Incorporate UDL strategies in online course development and materials.
- Provide online faculty training in UDL.
- Implement the use of OSCQR to evaluate Accessibility in all courses.
- Create a faculty self-assessment.

### **9.8. Course evaluations collect feedback on the effectiveness of instruction in relation to faculty performance evaluations. (Current Rating: 1)**

The College recently switched from paper to online evaluations, which for the first time made it possible to collect them for online classes. Unfortunately, the system did not work well, so the College is in the process of switching to another vendor. This changeover is almost complete, so once it's done performance of this indicator will improve. Course evaluations are mainly factored into departmental reviews of faculty, so online courses will now be part of that (SPT3)

### **Open SUNY Suggestion:**

- After migration to the new evaluation system, review evaluations to determine if any changes/additions are necessary to address/collect online teaching and learning specific metrics.

### **9.9. A process is in place and followed for the institutional assessment of faculty online teaching performance. (Current Rating: 1)**

The Director of Distance Learning (SPT1) will work with the Director of Assessment to conduct the periodic assessment of Distance Learning from an academic point of view to see how well the faculty teaching online perform in terms of helping students achieve their courses' learning outcomes, using the College's standard assessment process. (SPT4).

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### **9.10. A process is in place and followed for the assessment of stakeholder (e.g., learners, faculty, staff) satisfaction with the online program. (Current Rating: 0)**

The Director of Distance Learning (SPT1) will put this assessment into place, and then integrate it with the administrative assessment of the Distance program, in order to execute the implementation of this Readiness Assessment (SPT8).

#### **Open SUNY Suggestions:**

- Create team to assist Director of Distance Learning to develop a satisfaction survey.
- Implement the survey in Fall 2019.
- Analyze the results of the survey and report them.
- Prioritize and address top 3 improvements needed and report them in the analysis.
- Redo the assessment in Spring 2020
- Analyze and report results.

### **9.11. Course evaluations collect student feedback on quality of online course materials. (Current Rating: 0)**

The Director of Distance Learning (SPT1) will work with Academic Affairs to add this feedback into the course evaluation instrument in order to execute the implementation of this Readiness Assessment (SPT8) (Current Rating: 1)

## **V. Stakeholder Engagement/Integration with Campus Planning**

As indicated in the previous section, this Institutional Readiness Assessment Implementation Plan has been developed in tandem with the Colleges new Strategic Plan, and is deeply embedded in it. Via the Strategic Plan, it will inform the campus community in general of the primary needs to be addressed. This report will be posted in the College portal, so it can be consulted for its links to the Quality Scorecard and the details of the indicators where improvement is needed. It will also be used directly in the further development and implementation of the Distance program and the IT department's Strategic Plans.

#### **Open SUNY Suggestions:**

- Do you want or need feedback or input from anyone else?
- What other campus or faculty events or meetings might this be presented or opened for comment and feedback?
- Who else could you share this with?
- Consider making sure that Distance Learning is added to the various existing campus processes like the regular campus budgeting process, institutional effectiveness process and/or any functional or area reviews that may take place.

## **VI. Benchmarking**

Old Westbury will use the other SUNY institutions and Open SUNY as resources for benchmarking. In addition, national surveys through organizations such as the Online Learning Consortium should be evaluated as possible benchmarking standards.

To provide accurate, real-time, and historical data for decision-making, a Distance Education Dashboard will be developed by the College's Office of Institutional Research. At the end of each term, it will issue a report with the following data:

1. Number of Sections
  - a. Total number of sections offered (all modes of instruction)
    - i. By semester
    - ii. Annually (Fall, Winter, Spring, Summer)
  - b. Total number of distance learning sections (fully online and hybrid/blended)
    - i. By semester
    - ii. Annually
  - c. Total number of fully online sections
    - i. By semester
    - ii. Annually
  - d. Total number of blended sections
    - i. By semester
    - ii. Annually
2. Number of Courses
  - a. Total number of unique courses offered (all modes of instruction)
    - i. By semester
    - ii. Annually
  - b. Total number of unique distance learning courses (fully online and hybrid/blended)
    - i. By semester
    - ii. Annually
  - c. Total number of unique fully online courses
    - i. By semester
    - ii. Annually
  - d. Total number of unique blended courses

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i. By semester

ii. Annually

### **3. Course Registrations**

a. Total registrations in all sections offered (all modes of instruction)

i. By semester

ii. Annually

b. Total registrations in distance learning sections (fully online and hybrid/blended)

i. By semester

ii. Annually

c. Total registrations in fully online sections

i. By semester

ii. Annually

d. Total registrations in blended sections

i. By semester

ii. Annually

### **4. FTEs**

a. Total FTEs in all sections offered (all modes of instruction)

i. By semester

ii. Annually

b. Total FTEs in distance learning sections (fully online and hybrid/blended)

i. By semester

ii. Annually

c. Total FTEs in fully online sections

i. By semester

ii. Annually

d. Total FTEs in blended sections

i. By semester

ii. Annually

### **5. Number of fully online students**

a. Unduplicated number of student enrolled only in online courses

i. By semester

ii. Annually

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- b. Unduplicated number of student enrolled only in blended courses
  - i. By semester
  - ii. Annually
- c. Unduplicated number of student enrolled only in online and/or blended courses
  - i. By semester
  - ii. Annually
- 6. Demographics of fully online students (by semester/annually)
  - a. State/County of current residence
  - b. Major
  - c. Age
  - d. Gender
  - e. FT/PT
  - f. Freshman or Transfer
  - g. First time/Returning
  - h. GPA
  - i. Transfer vs. 1<sup>st</sup> Year
- 7. Demographics of graduates
  - a. Percentage of credits by distance education (fully online or hybrid/blended)
  - b. Percentage of credits fully online
  - c. Percentage of credits blended
  - d. Percentage of graduates who completed only courses through distance education at Old Westbury
- 8. Course grade distribution
  - a. All courses -all modes of instruction (aggregated)
    - i. By semester
    - ii. Annually
  - b. Distance learning sections (fully online and hybrid/blended) (aggregated)
    - i. By semester
    - ii. Annually
  - c. Fully online sections (aggregated)
    - i. By semester
    - ii. Annually
  - d. Hybrid/Blended sections (aggregated)

## **SUNY Old Westbury - Online Institutional Readiness Implementation Plan**

i. By semester

ii. Annually

### **9. Course grade distribution by course**

a. All courses - all modes of instruction (aggregated sections)

i. By semester

ii. Annually

b. Distance learning sections (fully online and hybrid/blended) (aggregated sections)

i. By semester

ii. Annually

c. Fully online sections (aggregated sections)

i. By semester

ii. Annually

d. Hybrid/Blended sections (aggregated sections)

i. By semester

ii. Annually

### **10. Course grade distribution by section**

a. All sections - all modes of instruction

i. By semester

ii. Annually

b. Distance learning sections (fully online and hybrid/blended)

i. By semester

ii. Annually

c. Fully online sections

i. By semester

ii. Annually

d. Hybrid/Blended sections

i. By semester

ii. Annually

**VII. Online Program Quality Management/Continuous Improvement Process**

As indicated in Appendix C, item 4, ongoing institutional assessment and planning is an important emphasis of the College's Strategic Plan. Since the results of this Institutional Readiness Assessment have been strongly integrated into the Strategic Plan, when the Strategic Planning Assessment, Analysis, and Review (SPAAR) Committee, which is currently beginning to operate, conducts its regular assessments and planning, monitoring the progress of and directing additional enhancements to the Distance program will be an integral part of this process. It is expected that the Director of Distance Learning and the SPAAR committee will work together, using this document as a guide linking the Strategic Plan and the results of the Institutional Readiness Assessment process.

In addition to being part of this ongoing institutional assessment process, Distance Learning is assessed as an academic program every five years, a policy that has been in existence since 2015 and is reiterated in the Strategic Plan. The results of the next round, which is scheduled for 2020, will indicate whether and in what ways Online and Hybrid courses need to be improved pedagogically.

Similarly, as part of the enhancements called for by the Strategic Plan in Appendix C, Item 3, academic programs will be tasked and helped with explicitly focusing on their Distance elements in their periodic reviews. The results of these reviews should similarly inform redesign and updating of the content and delivery of their offerings.

Finally, instituting the assessments in the several administrative areas called for in indicators 9.4, 9.5, 9.6, 9.7, 9.10, and 9.11 will give data indicating the College's performance in these aspects of the Distance Program.

When the results of enhancements indicate that the College's rating in an indicator has moved up a level, it will be noted in an electronic version of the Indicator List contained in Appendix D.

## SUNY Old Westbury - Online Institutional Readiness Implementation Plan

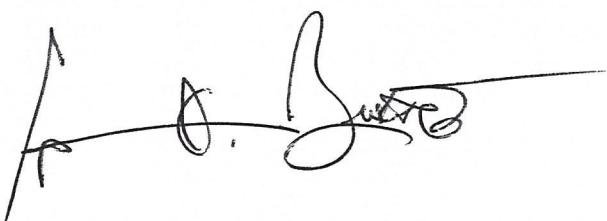
- **Implementation Planning Team**

|                            |   |
|----------------------------|---|
| Provost:                   | Patrick O'Sullivan                                      |
| CIO:                       | Evan Kobolakis  |
| VP Student Affairs:        | Wayne Edwards   |
| Faculty Governance Leader: | Katharine Greenberg                                     |
| Programs Directors:        | Roger Mayer   |
| Distance Learning Leader   | Edward Bever, Coordinator of Plan Development           |
| Library Director:          | Antonia DiGregorio                                      |
| Institutional Research:    | Sandra Kaufman, Jacob Heller                            |
| Deans:                     | Barbara Hillery, Jason Zhu, Nancy Brown                 |
| Faculty Members:           | Thomas Lilly, Ryoko Yamamoto, Andrew Hashey             |
| Student Government:        | Jeanette Adelson  |
| IT Staff:                  | Alexander Sartakov, Eduardo Espinoza, Chandra Shehigian |
| AVP Academic Affairs:      | Anthony Barbera   |
| AVP Business Affairs:      | Patrick Lettini   |

- **Plan submitted by:**

Provost Patrick O'Sullivan

- **Approval by the President of the Institution**



OFFICE OF THE PRESIDENT

NOV 4 2019

## **SUNY Old Westbury - Online Institutional Readiness Implementation Plan**

- **Appendices**

**Appendix A: Indicators with Consensus Ratings Sorted by Rating**

**Appendix B: Documented Best Practices**

**Appendix C: The Strategic Plan and the Institutional Readiness Indicators**

**Appendix D: Indicator Enhancement Tracker**

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### Appendix A. Indicators with Ratings and Strategic Plan Topics

The following table lists the indicators with their consensus ratings. To facilitate reference from these indicators to the Strategic Plan, each is listed with the Strategic Plan Topic(s) in Appendix C where it is addressed.

| Indicator |  | Rating | SP Topic(s)          |
|-----------|--|--------|----------------------|
| 1.1       | The institution has a governance structure to enable clear, effective, and comprehensive decision making related to online education.  | 1      | 1, 2, 3, 4           |
| 1.2       | The institution has policy and guidelines that confirm a student who registers in an online course or program is the same student who participates in and completes the course or program and receives academic credit. This is done by verifying the identity of a student by using methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) other technologies and practices that are effective in verifying student identity. | 1      | 17                   |
| 1.3       | The institution has a policy for intellectual property of course materials. It specifically addresses online course materials, and is publicly visible online.   | 3      | 2                    |
| 1.4       | The institution has defined the strategic value of online learning to its enterprise and to stakeholders.  | 1      | 4, 6, 7, 8           |
| 1.5       | The organizational structure of the online program supports the institution's mission, values, and strategic plan.   | 2      | 1, 2, 3, 4           |
| 1.6       | The online program's strategic plan is reviewed for its continuing relevance, and periodically improved and updated.   | 1      | 4                    |
| 1.7       | The institution has a process for planning and resource allocation for the online program, including financial resources, in accordance with strategic planning.   | 1      | 4, 7, 19, 20         |
| 1.8       | The institution demonstrates sufficient resource allocation, including financial resources, in order to effectively support the mission of online education.   | 2      | 5, 7, 12, 13, 14, 17 |
| 1.9       | The institution has a governance structure to enable systematic and continuous improvement related to the administration of online education.  | 1      | 1, 2, 3, 4           |
| 2.1       | A documented technology plan that includes electronic security measures (e.g., password protection, encryption, secure online or proctored exams, etc.) is in place and operational to ensure quality, in accordance with established standards and regulatory requirements.   | 2      | 4, 14, 17            |
| 2.2       | The technology delivery systems are highly reliable and operable with measurable standards being utilized such as system downtime tracking or task benchmarking.   | 2      | 8                    |
| 2.3       | A centralized system provides support for building and maintaining the online education infrastructure.  | 3      | 18                   |

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|      |   |   |                         |
|------|---|---|-------------------------|
| 2.4  | The course delivery technology is considered a mission critical enterprise system and supported as such.  | 3 | 18                      |
| 2.5  | The institution has established a contingency plan for the continuance of data centers and support services in the event of prolonged service disruption.   | 2 | 8                       |
| 2.6  | Faculty, staff, and students are supported in the development and use of new technologies and skills.   | 2 | 5, 6, 11,<br>12, 14, 16 |
| 2.7  | Whether the institution maintains local data centers (servers), and/or contracts for outsourced, hosted services or cloud services, those systems are administered in compliance with established data management practices such as the Information Technology Service Management (ITSM) standards which includes appropriate power protection, backup solutions, and disaster recovery plans, etc. | 3 | 18                      |
| 3.1  | A process is followed for evaluating the effectiveness of current and emerging technologies to support the achievement of learning outcomes and delivery of course content.   | 1 | 5, 19                   |
| 3.2  | Course embedded technology actively supports the achievement of learning outcomes and delivery of course content and superfluous use of technology is minimized.  | 2 | 3, 4, 5, 10             |
| 3.3  | Instructional materials and course syllabi are reviewed periodically to ensure they meet online course and program learning outcomes.   | 1 | 2, 3                    |
| 3.4  | A course development process is followed that ensures courses are designed so that students develop the necessary knowledge and skills to meet measurable learning outcomes at the course and program level.  | 1 | 3                       |
| 3.5  | A process is followed that ensures that permissions (Creative Commons, Copyright, Fair Use, Public Domain, etc.) are in place for appropriate use of online course materials.   | 2 | 3, 5                    |
| 3.6  | Course assignments and activities are reviewed periodically to ensure they meet online course and program learning outcomes.  | 1 | 2, 3                    |
| 3.7  | Student-centered instruction is considered during the course-development process.   | 2 | 5, 10                   |
| 3.8  | There is consistency in course development for student retention and quality.   | 1 | 2, 5, 10                |
| 3.9  | Course design promotes both faculty and student engagement.   | 2 | 2, 5, 10                |
| 3.10 | Guidelines regarding minimum requirements for course development, design, and delivery of online instruction (such as course syllabus elements, course materials, assessment strategies, faculty feedback) are followed.  | 2 | 2, 3, 4, 5              |
| 3.11 | Usability tests are conducted and applied, and recommendations based on Web Content Accessibility Guidelines (WCAGs) are incorporated.  | 1 | 5, 9, 10                |
| 3.12 | Curriculum development is a core responsibility for faculty (i.e., faculty should be involved in either the development or the decision making for the online curriculum choices).  | 3 | 2, 5, 10                |

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|     |  |   |  |
|-----|--|---|--|
| 4.1 | The online course includes a syllabus outlining course objectives, learning outcomes, evaluation methods, books and supplies, technical and proctoring requirements, and other related course information, making course requirements transparent. | 2 | 2, 5, 10                                 |
| 4.2 | The course structure ensures that all online students, regardless of location, have access to library/learning resources that adequately support online courses.   | 3 | SP Goal 1,<br>Objective A,<br>Strategy 7 |
| 4.3 | Expectations for student assignment completion, grade policy, and faculty response are clearly provided in the course syllabus.  | 2 | 2, 5, 10                                 |
| 4.4 | Links or explanations of technical support are available in the course (i.e., each course provides suggested solutions to potential technical issues and/or links for technical assistance).   | 3 | 5  |
| 4.5 | Instructional materials are accessible to the student, easy to use, and may be accessed by multiple operating systems and applications.  | 2 | 5, 9, 10                                 |
| 4.6 | Instructional materials are easily accessed by students with disabilities via alternative instructional strategies and/or referral to special institutional resources.   | 1 | 5, 9, 10                                 |
| 4.7 | Opportunities/tools are provided to encourage student-student collaboration (i.e., web conferencing, instant messaging, etc.) if appropriate.  | 2 | 5, 6, 10,<br>12                          |
| 4.8 | Rules and standards for appropriate online student behavior are provided within the course.  | 2 | 5, 10, 12                                |
| 5.1 | Student-to-student interaction and faculty-to-student interaction are essential characteristics and are facilitated through a variety of ways.   | 1 | 2, 3                                     |
| 5.2 | Feedback on student assignments and questions is constructive and provided in a timely manner.   | 2 | 2, 3                                     |
| 5.3 | Students learn appropriate methods for effective research, including assessment of the validity of resources and the ability to master resources in an online environment.   | 2 | 3, 12                                    |
| 5.4 | Students are provided access to library professionals and resources to help locate, analyze, evaluate, synthesize, and ethically use a variety of information resources.   | 2 | 3, 12                                    |
| 5.5 | Instructors use specific strategies to create a presence in the course.  | 2 | 5, 10                                    |
| 6.1 | Students should be provided a way to interact with other students in an online community (outside the course).   | 1 | 6, 8, 12,<br>20                          |
| 7.1 | Technical assistance is provided for faculty during online course development and online teaching.   | 3 | 5  |
| 7.2 | The institution ensures faculty receive training, assistance, and support to prepare for course development and teaching online.   | 3 | 5  |
| 7.3 | Faculty receive training and materials related to Fair Use, plagiarism, and other relevant legal and ethical concepts.   | 2 | 5, 10                                    |

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|      |  |          |                  |
|------|--|----------|------------------|
| 7.4  | Faculty are provided on-going professional development related to online teaching and learning.  | <b>2</b> | 5, 10            |
| 7.5  | Clear standards are established for faculty engagement and expectations around online teaching (e.g., response time, contact information, etc.)  | <b>1</b> | 2, 3             |
| 7.6  | Faculty are informed about emerging technologies and the selection and use of new tools.   | <b>1</b> | 5, 6, 11         |
| 8.1  | Before starting an online program, students are advised about the program to determine if they possess the self-motivation and commitment to learn online.   | <b>0</b> | 1, 5, 12         |
| 8.2  | Before starting an online program, students are advised about the program to determine if they have access to the minimal technology skills and equipment required by the course design.   | <b>1</b> | 1, 5, 12         |
| 8.3  | Before starting an online program, students receive (or have access to) information about program, including admission requirements, tuition and fees, books and supplies, technical and proctoring requirements, and student support services.    | <b>2</b> | 15               |
| 8.4  | Throughout the duration of the course/program, students have access to training and information they will need to secure required materials through electronic databases, interlibrary loans, government archives, new services and other sources. | <b>2</b> | 6, 12            |
| 8.5  | Throughout the duration of the course/program, students have access to appropriate technical assistance and technical support staff.   | <b>2</b> | 5, 12            |
| 8.6  | Support personnel are available to address student questions, problems, bug reporting, and complaints.   | <b>2</b> | 5, 12            |
| 8.7  | Students have access to effective academic, personal, and career counseling.   | <b>2</b> | 1, 5, 13         |
| 8.8  | Frequently Asked Questions (FAQs) are provided in order to respond to students' most common questions regarding online education.  | <b>2</b> | 1, 5             |
| 8.9  | Students are provided non-instructional support services such as admission, financial assistance, registration/enrollment, etc.  | <b>3</b> | 14               |
| 8.10 | Policy, processes, and resources are in place to support students with disabilities.   | <b>2</b> | 9                |
| 8.11 | Students have access to required course materials in print and/or digital format, such as ISBN numbers for textbooks, book suppliers, and delivery modes prior to course enrollment.   | <b>1</b> | 14               |
| 8.12 | Program demonstrates a student-centered focus rather than trying to fit existing on-campus services to the online student.   | <b>2</b> | 14               |
| 8.13 | Efforts are made to engage students with the program and institution in order to minimize feelings of isolation and alienation.  | <b>1</b> | 5, 6, 12, 15, 20 |
| 8.14 | The institution provides guidance/tutorials for students in the use of all forms of technologies used for course delivery.   | <b>1</b> | 5, 12            |
| 8.15 | Tutoring is available as a learning resource.  | <b>2</b> | 1, 13            |

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|      |  |          |         |
|------|--|----------|---------|
| 8.16 | Students are provided clear information for enlisting help from the institution.   | <b>2</b> | 12, 15  |
| 9.1  | A process is in place and followed for the assessment of stakeholder (e.g., learners, faculty, staff) satisfaction with the online program.  | <b>0</b> | 1, 8    |
| 9.2  | A variety of data (academic and administrative information) are used to regularly and frequently evaluate program effectiveness and to guide changes toward continual improvement. | <b>1</b> | 1, 3, 4 |
| 9.3  | Intended learning outcomes at the course and program level are reviewed regularly to ensure alignment, clarity, utility, appropriateness, and effectiveness.                       | <b>2</b> | 3       |
| 9.4  | A process is in place and followed for the assessment of support services for faculty and students.  | <b>1</b> | 1, 4    |
| 9.5  | A process is in place and followed for the assessment of student retention in online courses and programs.   | <b>0</b> | 1, 8    |
| 9.6  | A process is in place and followed for the assessment of recruitment practices.  | <b>0</b> | 1, 8    |
| 9.7  | Program demonstrates compliance and review of accessibility standards (Section 508, etc.)  | <b>1</b> | 4, 9    |
| 9.8  | Course evaluations collect feedback on the effectiveness of instruction in relation to faculty performance evaluations.  | <b>1</b> | 3       |
| 9.9  | A process is in place and followed for the institutional assessment of faculty online teaching performance.  | <b>1</b> | 1, 4    |
| 9.10 | The program is assessed through an evaluation process that applies specific established standards.   | <b>1</b> | 1, 3, 4 |
| 9.11 | Course evaluations collect student feedback on quality of online course materials.   | <b>1</b> | 1, 8    |

## Appendix B: Documented Best Practices

**Indicator/Score: Institutional Support #1.3 (Institutional Policy on Intellectual Property)**

**The institution has a policy for intellectual property of course materials. It specifically addresses online course materials, and is publicly visible online. / 3**

- It's posted in the faculty portal.
- Very clear policy: "Faculty who develop a Distance course maintain ownership of their intellectual property incorporated into the course."
- Clearly applicable to online courses because contained in Distance Learning Policy document.
- Online courses are treated in the same way as F2F courses.
- A course is developed by a team has the same policy: each faculty membership maintains ownership of their intellectual property incorporated into the course.
- Exception: course development that is a contracted work-for-hire is governed by the contract.

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**Indicator/Score: Technology Support #2.3 - A centralized system provides support for building and maintaining the online education infrastructure. / 3**

- We have a centralized structure supporting faculty and students that aligns Technical Support offered from the Service Desk and Instructional Design.
- ITS provides technical support to Faculty and Students; password resets, access, registration, adds and changes, email communications via <https://www.oldwestbury.edu/it>
- Instructional Design provides Faculty continuous support; introductions to students, how to create content for the course, syllabus, assignments, gradebook use, assessments.
- Instructional Design offers one to one and small group instruction by department.

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### **Indicator/Score: Technology Support #2.4 - The course delivery technology is considered a mission critical enterprise system and supported as such. / 3**

- LMS, Blackboard, is hosted at ITEC. Up time and accessibility is measured to 4 9s or 99.99% or 50 minutes per year but that includes maintenance.
- Service Level Agreements have been created to prioritize technical support for Online courses and minimize the impact of disrupted service delivery. Investment in these contracts reflects recognition that reliability of online services is critical to the institution.

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### **Indicator/Score: Technology Support #2.7 - Whether the institution maintains local data centers (servers), and/or contracts for outsourced, hosted services or cloud services, those systems are administered in compliance with established data management practices such as the Information Technology Service Management (ITSM) standards which includes appropriate power protection, backup solutions, and disaster recovery plans, etc. / 3**

- LMS is maintained at SUNY ITEC data center – 2.4
- Systems comply with established data management practices
- Criteria when selecting vendors include stability and security, per standard expectation of the College's procurement office

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### **Indicator/Score: Course Development and Instructional Design #3.12 - Curriculum development is a core responsibility for faculty (i.e., faculty should be involved in either the development or the decision making for the online curriculum choices). / 3**

- Faculty create courses, no one else does
- No funds allocated to course development, it's a core responsibility of faculty (although as part of our current Strategic Plan Academic Affairs offers stipends as incentives for the preparation and delivery of courses online or as hybrids)
- Departments set curricula, faculty create the courses
- Curriculum committees exist at college-wide level (a faculty governance-led Liberal Education committee oversees General Education, the Curriculum and Academic Planning Committee (CAP) oversees departmental five-year program reviews, and CAP and the Faculty Senate approve new curricular programs). Some schools also have curriculum committees.

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### **Indicator/Score: Course Structure #4.2 - The course structure ensures that all online students, regardless of location, have access to library/learning resources that adequately support online courses. /3**

- Library supports are primarily online via <http://libguides.oldwestbury.edu/c.php?g=640139>
- Library is increasingly using digital resources
- Many courses have a librarian resource embedded, at faculty request, and issues are resolved quickly
- The Writing Center is available online at <https://www.oldwestbury.edu/academics/support/writing>
- The Pearson/Smarthinking Online Tutoring Service is provided free and is available 24/7 via a Tutoring Center in Blackboard that also includes links to campus-based tutoring including the Writing Center, the Math Learning Center, School of Business tutoring, and Arts and Sciences peer tutoring
- Student home page in learning management system has a tab that includes links to all resources (the same resources available to face-to-face students)

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### **Indicator/Score: Course Structure #4.4 - Links or explanations of technical support are available in the course (i.e., each course provides suggested solutions to potential technical issues and/or links for technical assistance). / 3**

- A link to Blackboard Student Help is in every course in the course menu
- Contact information for the Service Desk is in Student Center tab
- Contact information for Open SUNY is in the Student Center tab and on the Homepage in Blackboard

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### **Indicator/Score: Faculty Support #7.1 - Technical assistance is provided for faculty during online course development and online teaching. / 3**

- Consultations and workshops are provided during the training program for technical training on the LMS
- Faculty can contact the instructional designer if there are any technical questions throughout the semester.
- 

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### **Indicator/Score: Faculty Support #7.2 - The institution ensures faculty receive training, assistance, and support to prepare for course development and teaching online. / 3**

- Faculty that have not had training before will go through a hybrid-training program with individual/small group meetings and work on the LMS. Technical and pedagogical training is provided
- Faculty will meet individually to discuss their course with the instructional designer and set a course development plan
- Faculty will receive a development site with a standard course template
- The course is reviewed before the course is taught using the OSCQR rubric
- The instructional designer will review the course during the third -fourth week of the semester to see if there are any issues have risen during the first three weeks.

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### **Indicator/Score: Student Support #8.9 - Students are provided non-instructional support services such as admission, financial assistance, registration/enrollment, etc. / 3**

- Information on admissions, registration, payment, support services, and extra-curricular organizations and activities are posted online at the College website (accessible to the general public) and in the Student Portal (for admitted students) as appropriate.
- Students can complete the admissions process, course registration, and bill payment online.
- Student Center in Blackboard includes information and links to non-academic services, programs, and events including the Student Government Association, Old Westbury Web Radio, OWTW (which has a YouTube channel of student videos), the Student Newspaper (which is available online as well as in print), Athletics (including streaming media), Student Health Services (including Counseling and Psychological Wellness), Student Clubs, Greek organizations, and Services for Students with Disabilities.
- Academic advising is conducted by electronically as well as face-to-face.

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## Appendix C. The Strategic Plan and the Indicators

In this section topics in the Strategic Plan (specifically the Strategic Plan's Implementation Plan) related to Distance Learning are presented, with the specific Indicators in the Institutional Readiness Assessment they address listed below them. In some cases, the topics are individual items in the Strategic Plan, in others they combine items that cover the same issue in different places in the Plan, and in still others they combine related items. In each case, the strategic priority given to the item in the Plan is given (from A, highest priority, to C). Planners and assessors can reference from this section to Part A to find the details of how the individual indicators are addressed in the Plan.

To provide a top level conceptual framework for this section, the topics are grouped into five major themes:

- Enhancing Administration and Governance of the Distance Program (Topics 1-4),
- Increasing Support of the Online Program (Topics 5-9),
- Promoting Faculty Development (10-11),
- Enhancing the Student Online Experience (12-15), and
- Maintaining and Upgrading the Technological Infrastructure (16-20).

Note that since the direct connections with the Strategic Plan are in the 20 more specific topics these themes encompass, the themes are not enumerated. Instead, the topics are enumerated as a single list (1-20) to facilitate cross-referencing between this section and Parts III and IV and Appendix A, above.

### Enhance Administration and Governance of the Distance Program

1. “Regularize the executive leadership of Distance Learning by either hiring a staff director or appointing a Faculty member with course releases and stipend.”

#### **Goal 2, Objective B, Strategy 2, Part B, 3<sup>rd</sup> Bullet Point, p. 38. (Priority A)**

Old Westbury has offered online classes since 1999, but for more than a decade it was at the initiative of individual faculty members, who got their training from the SUNY Learning Network, and only a dozen or so were offered each semester. What supervision existed was first a faculty member doing college service, and later an Instructional Technology support staff member, who served as the SUNY Learning Network campus coordinator submitting courses to be listed by the SLN and announcing SLN training schedules to faculty interested in teaching online.

In 2010 the Provost launched a Hybrid Initiative to encourage and support the creation of hybrid courses with stipends and campus-based workshops on hybrid

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pedagogy, and appointed as coordinator a senior faculty member, who received a stipend and a course release each semester. The number of hybrid courses rose rapidly to 30 in Spring, 2012, at which point the Hybrid Initiative was expanded to become the Distance Initiative to extend stipend and workshop support to online classes, and the coordinator of the Hybrid Initiative became the Director of Distance Learning. The number of hybrid classes continued to rise, to 98 in Fall, 2018, while the number of online classes has risen to 40 in the same semester. In addition, the College has launched its first online program, an MS in Accounting, and has at least one other online program in development.

Between 2014 and 2016, however, the Director of Distance Learning transitioned from faculty to administration by becoming the founding director of the College's new School of Professional Studies. This position does not include the responsibilities of the Director of Distance Learning, but the Director of the SPS continued to serve in this capacity as an additional duty. This arrangement functioned adequately when the School of Professional Studies was nascent, but since it grew rapidly it became increasingly difficult for the Director to oversee Distance Learning on top of his primary responsibilities to the SPS. The Strategic Plan calls for this position to be regularized so that the person in it can adequately address the growing responsibilities it entails.

The Director of Distance Learning will naturally be involved in initiating, overseeing, and facilitating all enhancements to the Distance Program, but beyond this general responsibility, the following indicators will be specifically impacted by the regularization of this role:

- 1.1. The institution has a governance structure to enable clear, effective, and comprehensive decision making related to online education. (1)
- 1.5. The organizational structure of the online program supports the institution's mission, values, and strategic plan. (2)
- 1.9. The institution has a governance structure to enable systematic and continuous improvement related to the administration of online education. (1)

In addition, it is anticipated that the Director of Distance Learning will play a particularly crucial role in overseeing enhancements, in ways outlined in the discussion of each specific item in Part IV of this document, in the following areas:

- 8.1. Before starting an online program, students are advised about the program to determine if they possess the self-motivation and commitment to learn online. (0)
- 8.2. Before starting an online program, students are advised about the program to determine if they have access to the minimal technology skills and equipment required by the course design. (1)

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- 8.7. Students have access to effective academic, personal, and career counseling. (2)
- 8.8. Frequently Asked Questions (FAQs) are provided in order to respond to students' most common questions regarding online education. (2)
- 8.15. Tutoring is available as a learning resource. (2)
- 9.1. The program is assessed through an evaluation process that applies specific established standards. (1)
- 9.2. A variety of data (academic and administrative information) are used to regularly and frequently evaluate program effectiveness and to guide changes toward continual improvement. (1)
- 9.4. A process is in place and followed for the assessment of support services for faculty and students. (1)
- 9.5. A process is in place and followed for the assessment of student retention in online courses and programs. (0)
- 9.6. A process is in place and followed for the assessment of recruitment practices. (0)
- 9.9. A process is in place and followed for the institutional assessment of faculty online teaching performance. (1)
- 9.10. A process is in place and followed for the assessment of stakeholder (e.g., learners, faculty, staff) satisfaction with the online program. (0)

### **2. “Create a joint administrative/faculty task force/governance committee to promote core standards”**

#### **Goal 2, Objective B, Strategy 2, Part B, 1<sup>st</sup> Bullet Point, p. 38. (Priority A)**

The joint administrative/faculty governance committee the Strategic Plan calls for will effectively act as the legislature for the Distance Program, enacting policies and endorsing procedures to insure that they take into account the varying needs of the different academic programs across the campus and give them legitimacy in an institution where faculty have responsibility for the design and delivery of the curriculum. The indicators the creation of this body will directly impact include:

- 1.1. The institution has a governance structure to enable clear, effective, and comprehensive decision making related to online education. (1)

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- 1.5. The organizational structure of the online program supports the institution's mission, values, and strategic plan. (2)
- 1.9. The institution has a governance structure to enable systematic and continuous improvement related to the administration of online education. (1)
- 3.1. Guidelines regarding minimum requirements for course development, design, and delivery of online instruction (such as course syllabus elements, course materials, assessment strategies, faculty feedback) are followed. (2)
- 3.3. Instructional materials and course syllabi are reviewed periodically to ensure they meet online course and program learning outcomes. (1)
- 3.5. A process is followed that ensures that permissions (Creative Commons, Copyright, Fair Use, Public Domain, etc.) are in place for appropriate use of online course materials. (2)
- 3.6. Course assignments and activities are reviewed periodically to ensure they meet online course and program learning outcomes. (1)
- 3.8. There is consistency in course development for student retention and quality. (1)
- 3.9. Course design promotes both faculty and student engagement. (2)
- 4.1. The online course includes a syllabus outlining course objectives, learning outcomes, evaluation methods, books and supplies, technical and proctoring requirements, and other related course information, making course requirements transparent. (2)
- 4.3. Expectations for student assignment completion, grade policy, and faculty response are clearly provided in the course syllabus. (2)
- 5.1. Student-to-student interaction and faculty-to-student interaction are essential characteristics and are facilitated through a variety of ways. (1)
- 5.2. Feedback on student assignments and questions is constructive and provided in a timely manner. (2)
- 7.5. Clear standards are established for faculty engagement and expectations around online teaching (e.g., response time, contact information, etc.) (1)
- 9.2. A variety of data (academic and administrative information) are used to regularly and frequently evaluate program effectiveness and to guide changes toward continual improvement. (1)

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### 3. Strengthen “departmental oversight via training for chairs and incorporation of Distance issues into five year reviews”

#### **Goal 2, Objective B, Strategy 2, Part B, 2<sup>nd</sup> Bullet Point, p. 38. (Priority A)**

In keeping with the faculty's responsibility for the design and delivery of curriculum, many aspects of Distance instruction belong properly within the routine functioning of the College's academic departments and schools. To facilitate this, the Director of Distance Learning will work with the Instructional Design staff to include training for chairs in their faculty development workshops (see SPT 10, below) and with the Curriculum and Academic Planning Committee to insure that programs' Five Year Reviews specifically include Distance offerings and issues. The indicators the specification of this responsibility will directly impact include:

- 1.1. The institution has a governance structure to enable clear, effective, and comprehensive decision making related to online education. (1)
- 1.5. The organizational structure of the online program supports the institution's mission, values, and strategic plan. (2)
- 1.9. The institution has a governance structure to enable systematic and continuous improvement related to the administration of online education. (1)
- 3.1. Guidelines regarding minimum requirements for course development, design, and delivery of online instruction (such as course syllabus elements, course materials, assessment strategies, faculty feedback) are followed. (2)
- 3.2. Course embedded technology actively supports the achievement of learning outcomes and delivery of course content and superfluous use of technology is minimized. (2)
- 3.3. Instructional materials and course syllabi are reviewed periodically to ensure they meet online course and program learning outcomes. (1)
- 3.4. A course development process is followed that ensures courses are designed so that students develop the necessary knowledge and skills to meet measurable learning outcomes at the course and program level. (1)
- 3.5. A process is followed that ensures that permissions (Creative Commons, Copyright, Fair Use, Public Domain, etc.) are in place for appropriate use of online course materials. (2)
- 3.6. Course assignments and activities are reviewed periodically to ensure they meet online course and program learning outcomes. (1)

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- 5.1. Student-to-student interaction and faculty-to-student interaction are essential characteristics and are facilitated through a variety of ways. (1)
- 5.2. Feedback on student assignments and questions is constructive and provided in a timely manner. (2)
- 5.3. Students learn appropriate methods for effective research, including assessment of the validity of resources and the ability to master resources in an online environment. (2)
- 5.4. Students are provided access to library professionals and resources to help locate, analyze, evaluate, synthesize, and ethically use a variety of information resources. (2)
- 7.5. Clear standards are established for faculty engagement and expectations around online teaching (e.g., response time, contact information, etc.) (1)
- 9.1. The program is assessed through an evaluation process that applies specific established standards. (1)
- 9.2. A variety of data (academic and administrative information) are used to regularly and frequently evaluate program effectiveness and to guide changes toward continual improvement. (1)
- 9.3. Intended learning outcomes at the course and program level are reviewed regularly to ensure alignment, clarity, utility, appropriateness, and effectiveness. (2)
- 9.8. Course evaluations collect feedback on the effectiveness of instruction in relation to faculty performance evaluations. (1)
- 9.9. A process is in place and followed for the institutional assessment of faculty online teaching performance. (1)

### **4. Assess progress toward Strategic Goals**

- a) in general (Goal 4, Objective C, Strategy 1, 3<sup>rd</sup> bullet point, p. 75, and Goal 4, Objective D, Strategy 1, Item 8, p. 79; Priority A), and
- b) the Distance Learning Program in particular (Goal 4, Objective D, Strategy 1, Item 6, p. 78; Priority A)

Ongoing institutional assessment and planning are emphasized in the Strategic Plan, so this general process will include the aspects of the Strategic Plan and institutional operations pertaining to Distance Learning. In addition, the Strategic Plan calls for

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the specific assessment of Distance instruction as a unit, in keeping with established College policy. The indicators these assessment activities directly relate to are:

- 1.1. The institution has a governance structure to enable clear, effective, and comprehensive decision making related to online education. (1)
- 1.4: The institution has defined the strategic value of online learning to its enterprise and to stakeholders. (1)
- 1.5. The organizational structure of the online program supports the institution's mission, values, and strategic plan. (2)
- 1.6. The online program's strategic plan is reviewed for its continuing relevance, and periodically improved and updated. (1)
- 1.7. The institution has a process for planning and resource allocation for the online program, including financial resources, in accordance with strategic planning. (1)
- 1.9. The institution has a governance structure to enable systematic and continuous improvement related to the administration of online education. (1)
- 2.1. A documented technology plan that includes electronic security measures (e.g., password protection, encryption, secure online or proctored exams, etc.) is in place and operational to ensure quality, in accordance with established standards and regulatory requirements. (2)
- 3.1. Guidelines regarding minimum requirements for course development, design, and delivery of online instruction (such as course syllabus elements, course materials, assessment strategies, faculty feedback) are followed. (2)
- 3.2. Course embedded technology actively supports the achievement of learning outcomes and delivery of course content and superfluous use of technology is minimized. (2)
- 9.1. The program is assessed through an evaluation process that applies specific established standards. (1)
- 9.2. A variety of data (academic and administrative information) are used to regularly and frequently evaluate program effectiveness and to guide changes toward continual improvement. (1)
- 9.4. A process is in place and followed for the assessment of support services for faculty and students. (1)

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9.9. A process is in place and followed for the institutional assessment of faculty online teaching performance. (1)

### **Increase Support of the Distance Program**

#### **5. Hire at least one additional Instructional Designer**

**Goal 2, Objective B, Strategy 2, Part D, 3<sup>rd</sup> bullet point, p. 39 and Personnel Resources, p. 40 (Priority A);**

**Goal 2, Objective D, Strategy 2, Resources, p. 49 (Priority A).**

While the campus has been well-served by our Instructional Technology and Design team, having only one Instructional Designer has constrained our ability to expand the range of services we can provide the faculty, students, and staff. Gaps that the Institutional Readiness Assessment identified that additional instructional design support will help close include:

1.2 The institution has policy and guidelines that confirm a student who registers in an online course or program is the same student who participates in and completes the course or program and receives academic credit. This is done by verifying the identity of a student by using methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) other technologies and practices that are effective in verifying student identity. (1)

1.8. The institution demonstrates sufficient resource allocation, including financial resources, in order to effectively support the mission of online education. (2)

2.6. Faculty, staff, and students are supported in the development and use of new technologies and skills. (2)

3.1. Guidelines regarding minimum requirements for course development, design, and delivery of online instruction (such as course syllabus elements, course materials, assessment strategies, faculty feedback) are followed. (2)

3.2. Course embedded technology actively supports the achievement of learning outcomes and delivery of course content and superfluous use of technology is minimized. (2)

3.4 A process is followed that ensures that permissions (Creative Commons, Copyright, Fair Use, Public Domain, etc.) are in place for appropriate use of online course materials. (1)

3.5. A process is followed that ensures that permissions (Creative Commons, Copyright, Fair Use, Public Domain, etc.) are in place for appropriate use of online course materials. (2)

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- 3.7. Student-centered instruction is considered during the course-development process. (2)
- 3.8. There is consistency in course development for student retention and quality. (1)
- 3.9. Course design promotes both faculty and student engagement. (2)
- 3.10. A process is followed for evaluating the effectiveness of current and emerging technologies to support the achievement of learning outcomes and delivery of course content. (1)
- 3.11. Usability tests are conducted and applied, and recommendations based on Web Content Accessibility Guidelines (WCAGs) are incorporated. (1)
- 4.1. The online course includes a syllabus outlining course objectives, learning outcomes, evaluation methods, books and supplies, technical and proctoring requirements, and other related course information, making course requirements transparent. (2)
- 4.3. Expectations for student assignment completion, grade policy, and faculty response are clearly provided in the course syllabus. (2)
- 4.5. Instructional materials are accessible to the student, easy to use, and may be accessed by multiple operating systems and applications. (2)
- 4.6. Instructional materials are easily accessed by students with disabilities via alternative instructional strategies and/or referral to special institutional resources. (1)
- 4.7. Opportunities/tools are provided to encourage student-student collaboration (i.e., web conferencing, instant messaging, etc.) if appropriate. (2)
- 4.8. Rules and standards for appropriate online student behavior are provided within the course. (2)
- 5.1. Student-to-student interaction and faculty-to-student interaction are essential characteristics and are facilitated through a variety of ways. (1)
- 5.5 Instructors use specific strategies to create a presence in the course. (2)
- 6.1 An Online Accounting Student Center has been put into place, which brought us up a level, to 2. Additional possible enhancements are discussed in the body of this document. (1)

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- 7.3 Faculty receive training and materials related to Fair Use, plagiarism, and other relevant legal and ethical concepts. (2)
- 7.4. Faculty are provided on-going professional development related to online teaching and learning. (2)
- 7.6. Faculty are informed about emerging technologies and the selection and use of new tools. (1)
- 8.1. Before starting an online program, students are advised about the program to determine if they possess the self-motivation and commitment to learn online. (0)
- 8.2. Before starting an online program, students are advised about the program to determine if they have access to the minimal technology skills and equipment required by the course design. (1)
- 8.3 Before starting an online program, students receive (or have access to) information about program, including admission requirements, tuition and fees, books and supplies, technical and proctoring requirements, and student support services. (2)
- 8.5. Throughout the duration of the course/program, students have access to appropriate technical assistance and technical support staff. (2)
- 8.6. Support personnel are available to address student questions, problems, bug reporting, and complaints. (2)
- 8.7. Students have access to effective academic, personal, and career counseling. (2)
- 8.8. Frequently Asked Questions (FAQs) are provided in order to respond to students' most common questions regarding online education. (2)
- 8.13. Efforts are made to engage students with the program and institution in order to minimize feelings of isolation and alienation. (1)
- 8.14. The institution provides guidance/tutorials for students in the use of all forms of technologies used for course delivery. (1)
- 9.7 Program demonstrates compliance and review of accessibility standards (Section 508, etc.)
- 9.8 Course evaluations collect feedback on the effectiveness of instruction in relation to faculty performance evaluations. (1)

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### **6. Increase Awareness of Existing and Future Technology Resources**

- a) in general (Goal 4, Objective E, Strategy 2, 2<sup>nd</sup> bullet point, p. 81; Priority A), and**
- b) Instructional Technology in particular (Goal 2, Objective D, Strategy 2, 1<sup>st</sup> bullet point, p. 48; Priority A),**
- by improving communication about them to students, faculty and staff (Goal 4, Objective E, Strategy 4, 4<sup>th</sup> bullet point, p. 83; Priority A).**

Wider awareness of the technology resources that are and can be available on campus will enhance its integration into the teaching and learning processes. Indicators that this strategic commitment will impact include:

- 1.4. The institution has defined the strategic value of online learning to its enterprise and to stakeholders. (1)
- 2.6. Faculty, staff, and students are supported in the development and use of new technologies and skills. (2)
- 4.7. Opportunities/tools are provided to encourage student-student collaboration (i.e., web conferencing, instant messaging, etc.) if appropriate. (2)
- 7.6. Faculty are informed about emerging technologies and the selection and use of new tools. (1)
- 6.1. Students should be provided a way to interact with other students in an online community (outside the course). (1)
- 8.4. Throughout the duration of the course/program, students have access to training and information they will need to secure required materials through electronic databases, interlibrary loans, government archives, new services and other sources. (2)
- 8.7. Students have access to effective academic, personal, and career counseling. (2)
- 8.13. Efforts are made to engage students with the program and institution in order to minimize feelings of isolation and alienation. (1)

### **7. Expand Distance Offerings**

- a. for post-traditional students via the School of Professional Studies (Goal 1, Objective B, Strategy 2, p. 11; Priority A);**

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- b. as part of the overall assessment of existing programs (the new online MS in Accounting, in particular: Goal 2, Objective B, Strategy 1, Part B, p. 35) and consideration of possible future programs (Goal 2, Objective B, Strategy 1, Part C, p. 36; Priority A);**
- c. in conjunction with the promotion of students' digital literacy (see Strategic Plan Topic 12, below) (Goal 2, Objective B, Strategy 2, Part B, p. 38; Priority A);**
- d. as a way to "develop new, sustainable revenue streams" by developing and offering "more online courses and degrees" (Goal 4, Objective A, Strategy 4, Item 4, pp. 70-1; Priority A)**

The Strategic Plan's highlighting of the College's interest in expanding Distance offerings will enhance these in ways related to a number of indicators:

- 1.4. The institution has defined the strategic value of online learning to its enterprise and to stakeholders. (1)**
  - 1.7. The institution has a process for planning and resource allocation for the online program, including financial resources, in accordance with strategic planning. (1)**
  - 1.8. The institution demonstrates sufficient resource allocation, including financial resources, in order to effectively support the mission of online education. (2)**
- 8. "Execute the implementation of SUNY OW's Open SUNY Institutional Readiness Assessment"**

### **Goal 2, Objective B, Strategy 2, Item B, Outcome/Action, pp. 37-8. (Priority A)**

As presented in this report, the Strategic Plan commits the College to implement most of the specific results of the Institutional Readiness Assessment process. This provision reinforces those commitments, and in the process addresses one index specifically:

- 1.4. The institution has defined the strategic value of online learning to its enterprise and to stakeholders. (1)**

It also provides a basis to address those few indicators that are not addressed by the Strategic plan specifically:

- 2.2 The technology delivery systems are highly reliable and operable with measurable standards being utilized such as system downtime tracking or task benchmarking. (2)**

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- 2.5. The institution has established a contingency plan for the continuance of data centers and support services in the event of prolonged service disruption. (2)
- 9.5. A process is in place and followed for the assessment of student retention in online courses and programs. (0)
- 9.6. A process is in place and followed for the assessment of recruitment practices. (0)
- 9.10. A process is in place and followed for the assessment of stakeholder (e.g., learners, faculty, staff) satisfaction with the online program. (0)
- 9.11. Course evaluations collect student feedback on quality of online course materials. (0)

These efforts will be initiated by the CIO (2.2 and 2.5) or the Director of Distance Learning (9.5, 9.6, 9.10, 9.11).

### **9. “Review on-line materials and ensure they are ADA compliant” to “assure accessibility” of “all online resources”**

**Goal 3, Objective B, Strategy 1, 4<sup>th</sup> bullet point, p. 57, and Outcomes and Actions, item g, p. 58 (Priority A)**

The Strategic Plan commits the College to ensure that all online resources are accessible, including those related to online courses and programs. This will impact the following indicators:

- 3.11. Usability tests are conducted and applied, and recommendations based on Web Content Accessibility Guidelines (WCAGs) are incorporated. (1)
- 4.5. Instructional materials are accessible to the student, easy to use, and may be accessed by multiple operating systems and applications. (2)
- 4.6. Instructional materials are easily accessed by students with disabilities via alternative instructional strategies and/or referral to special institutional resources. (1)
- 8.10. Policy, processes, and resources are in place to support students with disabilities. (2)
- 9.7. Program demonstrates compliance and review of accessibility standards (Section 508, etc.) (1)

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### Promote Faculty Development in Online Pedagogy and Technology

#### 10. Support Faculty Professional Development by

- a) providing workshops on effective teaching to support enhancements to teaching technology and skills (Goal 2, Objective A, Strategy 5, pp. 30-1; Priority A),
- b) including online, traditional, hybrid, and active learning formats (Goal 2, Objective B, Strategy 2, Part D, 2<sup>nd</sup> bullet point, p. 39; Priority A)

The Strategic Plan recognizes that faculty competence and comfort with teaching technologies is crucial in this day and age, which will enhance Distance offerings in a variety of ways:

- 3.2. Course embedded technology actively supports the achievement of learning outcomes and delivery of course content and superfluous use of technology is minimized. (2)
- 3.7. Student-centered instruction is considered during the course-development process.
- 3.8. There is consistency in course development for student retention and quality. (1)
- 3.9. Course design promotes both faculty and student engagement. (2)
- 3.11. Usability tests are conducted and applied, and recommendations based on Web Content Accessibility Guidelines (WCAGs) are incorporated. (1)
- 4.1. The online course includes a syllabus outlining course objectives, learning outcomes, evaluation methods, books and supplies, technical and proctoring requirements, and other related course information, making course requirements transparent. (2)
- 4.3. Expectations for student assignment completion, grade policy, and faculty response are clearly provided in the course syllabus. (2)
- 4.5. Instructional materials are accessible to the student, easy to use, and may be accessed by multiple operating systems and applications. (2)
- 4.6. Instructional materials are easily accessed by students with disabilities via alternative instructional strategies and/or referral to special institutional resources. (1)

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4.7. Opportunities/tools are provided to encourage student-student collaboration (i.e., web conferencing, instant messaging, etc.) if appropriate. (2)

4.8. Rules and standards for appropriate online student behavior are provided within the course. (2)

5.5. Instructors use specific strategies to create a presence in the course. (2)

7.3. Faculty receive training and materials related to Fair Use, plagiarism, and other relevant legal and ethical concepts. (2)

7.4. Faculty are provided on-going professional development related to online teaching and learning. (2)

### **11. “Provide opportunities for departments and individual faculty to gain access to emerging technologies”**

#### **Goal 2, Objective D, Strategy 2, 2<sup>nd</sup> bullet point, p. 48. (Priority A)**

Faculty competence and comfort with teaching technologies will mean little if they do not have access to them, so this strategic commitment will address the following indicators:

2.6. Faculty, staff, and students are supported in the development and use of new technologies and skills. (2)

7.6. Faculty are informed about emerging technologies and the selection and use of new tools. (1)

### **Enhance the Student Online Experience**

#### **12. Promote Students’ Digital Literacy, Access to Technology, and Online Success**

##### **Goal 1, Objective A, Strategy 8, p. 5 (Priority C);**

##### **Goal 2, Objective B, Strategy 2, Part A, 6<sup>th</sup> bullet point, p. 37 (Priority A);**

##### **Goal 2, Objective D, Strategy 2, 3<sup>rd</sup> bullet point, p. 48 (Priority A);**

##### **Goal 2, Objective D, Strategy 3, p. 49 (Priority A)**

Enhancing our support for students is a strong priority in the Strategic Plan, including efforts to promote Digital Literacy. These will enhance the College’s performance in the following areas:

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- 1.8. The institution demonstrates sufficient resource allocation, including financial resources, in order to effectively support the mission of online education. (2)
- 2.6. Faculty, staff, and students are supported in the development and use of new technologies and skills. (2)
- 4.7. Opportunities/tools are provided to encourage student-student collaboration (i.e., web conferencing, instant messaging, etc.) if appropriate. (2)
- 4.8 Rules and standards for appropriate online student behavior are provided within the course. (2)
- 5.3. Students learn appropriate methods for effective research, including assessment of the validity of resources and the ability to master resources in an online environment. (2)
- 5.4. Students are provided access to library professionals and resources to help locate, analyze, evaluate, synthesize, and ethically use a variety of information resources. (2)
- 6.1. Students should be provided a way to interact with other students in an online community (outside the course). (1)
- 8.1. Before starting an online program, students are advised about the program to determine if they possess the self-motivation and commitment to learn online. (0)
- 8.2. Before starting an online program, students are advised about the program to determine if they have access to the minimal technology skills and equipment required by the course design. (1)
- 8.4. Throughout the duration of the course/program, students have access to training and information they will need to secure required materials through electronic databases, interlibrary loans, government archives, new services and other sources. (2)
- 8.5. Throughout the duration of the course/program, students have access to appropriate technical assistance and technical support staff. (2)
- 8.6. Support personnel are available to address student questions, problems, bug reporting, and complaints. (2)
- 8.13. Efforts are made to engage students with the program and institution in order to minimize feelings of isolation and alienation. (1)
- 8.14. The institution provides guidance/tutorials for students in the use of all forms of technologies used for course delivery. (1)

**13. Enhance Online Student Support by**

- a) using predictive analytics approach in advising, notifications, early warnings, tutoring, “at-risk” policies [includes email warnings, etc.] (Goal 1, Objective A, Strategy 6, p. 4, Priority A),
- b) hiring a Career Planning and Development Technology Specialist (part-time) to maintain databases, promote services via social/print media. (4th priority) (Goal 1, Objective C, Strategy 1, pp. 20, 22, Priority A), and
- c) Keeping funding for online tutoring (Goal 2, Objective B, Strategy 3, Part B, 7<sup>th</sup> bullet point and Outcome/Action, p. 41, Priority B).

1.8. The institution demonstrates sufficient resource allocation, including financial resources, in order to effectively support the mission of online education. (2)

8.7. Students have access to effective academic, personal, and career counseling. (2)

8.15: Tutoring is available as a learning resource. (2)

**14. Enhance Online Access to Administrative Functions by**

- a) implementing “administrative technologies to provide leading edge student services, including to online students” (Goal 4, Objective E, Strategy 2, 5<sup>th</sup> bullet point, p. 81, Priority A, and Strategy 4, 1<sup>st</sup> bullet point, p. 83; Priority A),
- b) facilitating “access to College systems from all digital devices” (Goal 4, Objective E, Strategy 3, 1<sup>st</sup> bullet point, p. 82, Priority A, and Strategy 5, 4<sup>th</sup> bullet point, p. 84; Priority A).

1.8. The institution demonstrates sufficient resource allocation, including financial resources, in order to effectively support the mission of online education. (2)

2.1. A documented technology plan that includes electronic security measures (e.g., password protection, encryption, secure online or proctored exams, etc.) is in place and operational to ensure quality, in accordance with established standards and regulatory requirements. (2)

2.6. Faculty, staff, and students are supported in the development and use of new technologies and skills. (2)

## **SUNY Old Westbury - Online Institutional Readiness Implementation Plan**

8.11. Students have access to required course materials in print and/or digital format, such as ISBN numbers for textbooks, book suppliers, and delivery modes prior to course enrollment.

8.12. Program demonstrates a student-centered focus rather than trying to fit existing on-campus services to the online student. (2)

8.16. Students are provided clear information for enlisting help from the institution. (2)

### **15. Promote Online Community by creating a next generation College website (Goal 4, Objective B, Strategy 9, Outcome and Actions, p. 74, Priority B) by**

- a) designing and launching a new homepage and improving academic department and degree pages (Goal 4, Objective B, Strategy 8, p. 74; Priority B) and**
- b) reviewing website to see where best to display academic and co-curricular annual calendar of events and related information. (Goal 2, Objective C, Strategy 3, Outcome/Action, p. 45; Priority B)**

While these are not specifically targeted at creating online community and all are relatively low priority items (Priority B), they provide a basis on which to enhance online students' ability to get information about their program and the College more generally via improved department and degree pages, and the general life of the college via information about events and co-curricular activities.

8.3. Before starting an online program, students receive (or have access to) information about program, including admission requirements, tuition and fees, books and supplies, technical and proctoring requirements, and student support services. (2)

8.13. Efforts are made to engage students with the program and institution in order to minimize feelings of isolation and alienation. (1)

8.16. Students are provided clear information for enlisting help from the institution. (2)

These specific references will be supplemented by appeals to the Strategic Plan's general call to implement the results of the Institutional Readiness Assessment (Strategic Plan Topic 8, above) to promote online community beyond the commitments of the Strategic Plan's specific provisions.

### **Maintain and Upgrade Technological Infrastructure**

#### **16. Create a Hybrid Production Studio**

## **SUNY Old Westbury - Online Institutional Readiness Implementation Plan**

### **Goal 2, Objective E, Strategy 2, p. 51. (Priority B)**

2.6. Faculty, staff, and students are supported in the development and use of new technologies and skills. (2)

#### **17. Enhance Online Identity Verification by**

a) investigating means to enhance student identity verification for online courses (Goal 2, Objective D, Strategy 1, 3<sup>rd</sup> Bullet point, p. 47; Priority A) and

b) balancing openness, access, agility and security of data and systems (Goal 4, Objective E, Strategy 5, 1<sup>st</sup> bullet point, p. 84; Priority A)

1.2. The institution has policy and guidelines that confirm a student who registers in an online course or program is the same student who participates in and completes the course or program and receives academic credit. This is done by verifying the identity of a student by using methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) other technologies and practices that are effective in verifying student identity. (1)

1.8. The institution demonstrates sufficient resource allocation, including financial resources, in order to effectively support the mission of online education. (2)

2.1. A documented technology plan that includes electronic security measures (e.g., password protection, encryption, secure online or proctored exams, etc.) is in place and operational to ensure quality, in accordance with established standards and regulatory requirements. (2)

#### **18. Maintain and staff essential facilities that support majors, student life, and applied learning**

### **Goal 1, Objective A, Strategy 7, p. 5. (Priority A)**

This part of the Strategic Plan relates to Index 2.4, which was rated a 3.

#### **19. Develop an annual survey to assess use of available Instructional Technology in all course delivery modes, e.g. face-to-face, hybrid, online**

### **Goal 2, Objective D, Strategy 1, 2<sup>nd</sup> bullet point, p. 47. (Priority A)**

1.7. The institution has a process for planning and resource allocation for the online program, including financial resources, in accordance with strategic planning. (1)

## SUNY Old Westbury - Online Institutional Readiness Implementation Plan

3.10. A process is followed for evaluating the effectiveness of current and emerging technologies to support the achievement of learning outcomes and delivery of course content. (1)

### **20. Continuously assess non-academic technology needs, starting with current inventory (A) via annual survey of all constituencies**

#### **Goal 4, Objective E, Strategy 1, p. 80 (Priority A)**

As the College's online programs grow, starting with the new online MS in Accounting, online students will become an increasingly important constituency, and the technology needed to promote student-to-student and student-to-institution engagement beyond the immediate instructional context will grow accordingly. The indicators that this will particularly impact include:

1.7. The institution has a process for planning and resource allocation for the online program, including financial resources, in accordance with strategic planning. (1)

6.1. Students should be provided a way to interact with other students in an online community (outside the course). (1)

8.13. Efforts are made to engage students with the program and institution in order to minimize feelings of isolation and alienation. (1)

## Appendix D: Implementation Plan Dashboard

The following table is designed to be used electronically to track when enhancements to indicators are judged to have increased its rating by a level. A copy will be maintained online by the Director of Distance Learning, who will record actions addressing each indicator and increases the ratings in consultation with the Instructional Design Staff and the Joint Administrative/Faculty Governance committee.

### Open SUNY Institutional Readiness Assessment Implementation Plan Dashboard

| Key:                      | Initial Ratings are color coded to conform to urgency (from most urgent to least: Red, Yellow, Orange, Green).  | DDL = Director of Distance Learning<br>DLGC = Distance Learning Governance Committee<br><br>IDs = Instructional Designers<br>EIT = Electronic & Information Technology<br><br>ITS = Information Technology Services<br>CAP = Curriculum and Academic Planning committee<br><br>SPAAR = Strategic Plan Committee |   |   |  |
|---------------------------|---|---|---|---|--|
|                           | Enhancements already Done are <u>underlined</u> , while those planned are not.  |   |   |   |  |
|                           | Enhancements to urgent items (rated 0 or 1) are in <b>Bold</b> ; those for less urgent items (rated 2 or 3) are not.  |   |   |   |  |
|                           | Items we have risen a full level for since we did our initial ratings have been given new colored backgrounds. Further:   |   |   |   |  |
|                           | <ul style="list-style-type: none"> <li>Items we have gotten a significant start raising since the initial ratings are given a .3 boost in the revised ratings, and 1s are color coded in weaker yellow to show enhancement is under way.</li> <li>Items we are near to raising by a full level since the initial ratings are given a .7 boost in the revised ratings, and 1s are color coded in light orange to show level 2 being approached.</li> </ul> |   |   |   |  |
|                           | * NOTE: Participants mentioned here reflect current activities as-of September, 2019, and while connected to are not always identical to the involvement discussed in the body of the Plan above.   |   |   |   |  |
| Indicators Rating         | Initial Rating  | Participants*   | Enhancements <u>Done</u> /To Do                                     | Revised   |  |
| Critical Issues (Rated 0) |   |   |   |   |  |
| 8.1                       | Before starting an online program, students are advised about the program to determine if they possess the self-motivation and commitment to learn online.  | 0   | DDL, IDs, Online Program Heads, College Communications Office, ITS, | DDL and expanded ID staff will work with Communications office and IT to create links from the College's public website and the Portal to Open SUNY's SmarterMeasure self-assessment tool. DDL will work with First Year program to encourage it to |  |

|   |  |   |   |   |     |
|---|--|---|---|---|-----|
|   |  |   | Advising and Enrollment Services              | foster Blackboard literacy in the program. The DDL will work with online program heads, Enrollment Services, the Transfer office, and Academic Advising to incorporate consideration of online issues into advising of prospective Online students. |     |
| 9.5                                     | A process is in place and followed for the assessment of student retention in online courses and programs.   | 0 | DDL, Institutional Research                   | DDL will work with Institutional research to generate data, and DDL will incorporate it into administrative assessment of the Distance program.   |     |
| 9.6                                     | A process is in place and followed for the assessment of recruitment practices.  | 0 | DDL, Admissions                               | DDL will work with Enrollment Services to put this assessment into place, and then integrate it with the administrative assessment of the Distance program.   |     |
| 9.10                                    | A process is in place and followed for the assessment of stakeholder (e.g., learners, faculty, staff) satisfaction with the online program.  | 0 | DDL   | The Open SUNY Student Survey will be systematically reviewed for student feedback, and a comparable instrument will be designed and implemented for faculty and staff. A feedback loop will be implemented to act on the data .                     |     |
| <b>Need Improvement (Rated 1 and 2)</b> |  |   |   |   |     |
| 1. Institutional Support                |  |   |   |   |     |
| 1.1                                     | The institution has a governance structure to enable clear, effective, and comprehensive decision making related to online education.  | 1 | Provost, DDL, Faculty Governance, DLGC, SPAAR | <u>DDL position has been regularized;</u> next steps are creating Governance Committee and regularizing program responsibility for Online offerings. Implementation of SPAAR process will complete the process.                                     | 1.3 |
| 1.2                                     | The institution has policy and guidelines that confirm a student who registers in an online course or program is the same student who participates in and completes the course or program and receives academic credit. This is done by verifying the identity of a student by using methods such as (a) a secure login and pass code, (b) | 1 | DDL, IDs, ITS                                 | <u>Piloting Proctor U is the first step.</u> Next will be to implement it or something similar. The crucial question is how will we pay for it beyond the PIF grant.  | 1.3 |

|                       |  |   |                           |   |     |
|-----------------------|--|---|---------------------------|---|-----|
|                       | proctored examinations, or (c) other technologies and practices that are effective in verifying student identity.  |   |                           |   |     |
| 1.4                   | The institution has defined the strategic value of online learning to its enterprise and to stakeholders.  | 1 | DDL, Provost              | <u>Incorporation of online learning in the Strategic Plan yielded the increased level.</u> Conducting the Enrollment Roundtable and achieving Open SUNY+ status will be the next steps.   | 2   |
| 1.5                   | The organizational structure of the online program supports the institution's mission, values, and strategic plan.   | 2 | Provost, DDL, DLGC, SPAAR | Next steps are creating the Distance Learning Governance Committee, formally increasing program responsibility, and implementing the SPAAR process.                                       |     |
| 1.6                   | The online program's strategic plan is reviewed for its continuing relevance, and periodically improved and updated.   | 1 | DDL, DLGC, SPAAR          | This can be done by DDL and DLGC for an increase of 1 level; implementatioin of SPAAR process will increase it by another.  |     |
| 1.7                   | The institution has a process for planning and resource allocation for the online program, including financial resources, in accordance with strategic planning.   | 1 | SPAAR, Provost, DDL       | SPAAR committee will be responsible to monitoring and updating strategic planning, coordinating with Provost and DDL for Distance issues.   |     |
| 1.8                   | The institution demonstrates sufficient resource allocation, including financial resources, in order to effectively support the mission of online education.   | 2 | Provost, Cabinet, SPAAR   | The impact of ending the Course Development Stipend program will be monitored to determine if Distance course offerings decline.  | ?   |
| 1.9                   | The institution has a governance structure to enable systematic and continuous improvement related to the administration of online education.  | 1 | DDL, DLGC, SPAAR          | <u>The Administrative Assessment process that has been implemented has created a mechanism for this.</u> Implementation of the DLGC and the SPAAR process will increase it another level. | 2   |
| 2. Technology Support |  |   |                           |   |     |
| 2.1                   | A documented technology plan that includes electronic security measures (e.g., password protection, encryption, secure online or proctored exams, etc.) is in place and operational to ensure quality, in accordance with established standards and regulatory requirements. | 2 | ITS                       | Piloting of Proctor U is a first step to enhancing online ID verification and exam proctoring. Full implementation of this plus creation of a documented IT plan will bring us to a 3.    | 2.3 |

|   |  |   |   |  |     |
|---|--|---|---|--|-----|
| 2.2   | The technology delivery systems are highly reliable and operable with measurable standards being utilized such as system downtime tracking or task benchmarking.   | 2 | ITS                                     | Possible enhancements are discussed in the body of this document.  |     |
| 2.5   | The institution has established a contingency plan for the continuance of data centers and support services in the event of prolonged service disruption.  | 2 | ITS                                     | Possible enhancements are discussed in the body of this document.  |     |
| 2.6   | Faculty, staff, and students are supported in the development and use of new technologies and skills.  | 2 | ITS, IDs                                | <u>Implementation of Panopto video system has significantly enhanced course presentation already. Recently hired second Instructional Designer</u> should enable us to go up a level by investigating and publicizing other new technologies and skills. | 2.7 |
| <b>3. Course Development and Instructional Design</b> |  |   |   |  |     |
| 3.1   | Guidelines regarding minimum requirements for course development, design, and delivery of online instruction (such as course syllabus elements, course materials, assessment strategies, faculty feedback) are followed. | 2 | IDs, DLGC, Programs                     | DLGC will deliberate on this with the advice of the ID staff and promulgate any formal policies it deems necessary, and faculty and programs will report on their conformity to them in 5 year reviews.  |     |
| 3.2   | Course embedded technology actively supports the achievement of learning outcomes and delivery of course content and superfluous use of technology is minimized.   | 2 | IDs, Programs                           | Possible enhancements are discussed in the body of this document.  |     |
| 3.3   | Instructional materials and course syllabi are reviewed periodically to ensure they meet online course and program learning outcomes.  | 1 | DLGC, Programs, CAP                     | <b>DLGC will work with CAP to explicitly incorporate online courses into 5 year review process.</b>  |     |
| 3.4   | A course development process is followed that ensures courses are designed so that students develop the necessary knowledge and skills to meet measurable learning outcomes at the course and program level.             | 1 | IDs, Programs, Academic Assessment, CAP | <b>IDs and programs will work to enhance course development in response to needs revealed by assessments of student learning outcomes.</b>   |     |
| 3.5   | A process is followed that ensures that permissions (Creative Commons, Copyright, Fair Use, Public Domain, etc.) are in place for appropriate use of online course materials.  | 2 | Library, IDs, DLGC, Programs, CAP       | Possible enhancements are discussed in the body of this document.  |     |
| 3.6   | Course assignments and activities are reviewed periodically to ensure they meet online course and program learning outcomes.   | 1 | DGLC, Programs                          | <b>DGLC will work with CAP to explicitly incorporate online courses into 5 year review process; programs will then implement.</b>  |     |

|                     |  |   |  |  |     |
|---------------------|--|---|--|--|-----|
| 3.7                 | Student-centered instruction is considered during the course-development process.  | 2 | IDs, Programs                          | Possible enhancements are discussed in the body of this document.  |     |
| 3.8                 | There is consistency in course development for student retention and quality.  | 1 | DLGC, IDs                              | <u>Recently hired second Instructional Designer</u> should enable us to offer workshops to faculty on this (1 increase), DLGC will deliberate and promulgate formal policies if it deems them necessary and appropriate (2nd increase).                      | 1.3 |
| 3.9                 | Course design promotes both faculty and student engagement.  | 2 | DLGC, IDs, Programs                    | Possible enhancements are discussed in the body of this document.  |     |
| 3.10                | A process is followed for evaluating the effectiveness of current and emerging technologies to support the achievement of learning outcomes and delivery of course content.  | 1 | IDs, DDL, DLGC                         | Possible enhancements in the body of this document.  |     |
| 3.11                | Usability tests are conducted and applied, and recommendations based on Web Content Accessibility Guidelines (WCAGs) are incorporated.   | 1 | IDs, Faculty, Programs, DLGC, CAP, EIT | <u>Ally has been activated this term and workshops are planned so faculty will be aware of how accessible their courses are and what needs improvement in them.</u> Enhancement to 3 will come when systematic review and correction process is implemented. | 2   |
| 4. Course Structure |  |   |  |  |     |
| 4.1                 | The online course includes a syllabus outlining course objectives, learning outcomes, evaluation methods, books and supplies, technical and proctoring requirements, and other related course information, making course requirements transparent. | 2 | DLGC, IDs, Faculty, Programs, CAP      | Possible enhancements are discussed in the body of this document.  |     |
| 4.3                 | Expectations for student assignment completion, grade policy, and faculty response are clearly provided in the course syllabus.  | 2 | DLGC, IDs, Faculty, Programs, CAP      | Possible enhancements are discussed in the body of this document.  |     |
| 4.5                 | Instructional materials are accessible to the student, easy to use, and may be accessed by multiple operating systems and applications.  | 2 | DLGC, IDs, Faculty, Programs, CAP, ITS | Possible enhancements are discussed in the body of this document.  |     |

|                                     |  |   |                                   |   |     |
|-------------------------------------|--|---|-----------------------------------|---|-----|
| 4.6                                 | Instructional materials are easily accessed by students with disabilities via alternative instructional strategies and/or referral to special institutional resources.     | 1 | IDs, Faculty, Programs, CAP, EIT  | <b>Implementation of Ally will make manifest accessibility needs; enhanced Instructional Design staff will enable us to offer workshops to faculty on this. CAP and programs will need to incorporate this into 5 year reviews.</b> | 1.7 |
| 4.7                                 | Opportunities/tools are provided to encourage student-student collaboration (i.e., web conferencing, instant messaging, etc.) if appropriate.                              | 2 | DLGC, IDs, Faculty, Programs, CAP | Possible enhancements are discussed in the body of this document.   |     |
| 4.8                                 | Rules and standards for appropriate online student behaviour are provided within the course.   | 2 | DLGC, IDs, Faculty, Programs, CAP | Possible enhancements are discussed in the body of this document.   |     |
| <b>5. Teaching and Learning</b>     |  |   |                                   |   |     |
| 5.1                                 | Student-to-student interaction and faculty-to-student interaction are essential characteristics and are facilitated through a variety of ways.                             | 1 | IDs, DLGC, Programs               | <b>Enhanced Instructional Design staff will enable us to offer workshops to faculty on this; DLGC will promulgate formal policies if it deems them necessary.</b>   | 1.3 |
| 5.2                                 | Feedback on student assignments and questions is constructive and provided in a timely manner.   | 2 | DLGC, Programs                    | Possible enhancements are discussed in the body of this document.   |     |
| 5.3                                 | Students learn appropriate methods for effective research, including assessment of the validity of resources and the ability to master resources in an online environment. | 2 | Programs                          | Possible enhancements are discussed in the body of this document.   |     |
| 5.4                                 | Students are provided access to library professionals and resources to help locate, analyze, evaluate, synthesize, and ethically use a variety of information resources.   | 2 | Programs, library                 | Possible enhancements are discussed in the body of this document.   |     |
| 5.5                                 | Instructors use specific strategies to create a presence in the course.  | 2 | DLGC, IDs                         | Possible enhancements making use of enhanced ID staff are in the body of this document.   | 2.3 |
| <b>6. Student Social Engagement</b> |  |   |                                   |   |     |
| 6.1                                 | Students should be provided a way to interact with other students in an online community (outside the course).   | 1 | Program Directors, IDs            | <b>An Online Accounting Student Center will be in place by the end of Sept, at which point we will be at 2. Additional possible enhancements are discussed in the body of this document.</b>  | 1.7 |

| 7. Faculty Support |  |   |   |  |
|--------------------|--|---|---|--|
| 7.3                | Faculty receive training and materials related to Fair Use, plagiarism, and other relevant legal and ethical concepts.   | 2 | See 3.5 above                                       | Possible enhancements making use of enhanced ID staff are in the body of this document.  |
| 7.4                | Faculty are provided on-going professional development related to online teaching and learning.  | 2 | IDs   | Enhanced Instructional Design staff should enable us to offer increased workshops in concert with the TLRC and CETL  |
| 7.5                | Clear standards are established for faculty engagement and expectations around online teaching (e.g., response time, contact information, etc.)  | 1 | DLGC, Programs                                      | DLGC will deliberate and promulgate any formal policies it deems necessary, and faculty and programs will report on their conformity to them in 5 year reviews.  |
| 7.6                | Faculty are informed about emerging technologies and the selection and use of new tools.   | 1 | IDs   | Possible enhancements in the body of this document.  |
| 8. Student Support |  |   |   |  |
| 8.2                | Before starting an online program, students are advised about the program to determine if they have access to the minimal technology skills and equipment required by the course design.   | 1 | Same as 8.1 (above, Critical Issues section)        | Resources used to address 8.1, students' psychological readiness for online education, will be used to assess their technology skills  |
| 8.3                | Before starting an online program, students receive (or have access to) information about program, including admission requirements, tuition and fees, books and supplies, technical and proctoring requirements, and student support services.    | 2 | DDL, Communications Office, Program heads, Programs | Strategic Plan calls for the College website to be enhanced with information along these lines more readily accessible and for administrative systems to be upgraded.  |
| 8.4                | Throughout the duration of the course/program, students have access to training and information they will need to secure required materials through electronic databases, interlibrary loans, government archives, new services and other sources. | 2 | Faculty, programs                                   | This is a faculty responsibility within courses and programs.  |
| 8.5                | Throughout the duration of the course/program, students have access to appropriate technical assistance and technical support staff.   | 2 | IT, IDs   | Student Help is embedded in course shells, and the enhanced ID staff will provide more resources for this kind of support, but Tech Support calls are a concern: can we support students with technical problems remotely? |

|      |  |   |                                   |   |     |
|------|--|---|-----------------------------------|---|-----|
| 8.6  | Support personnel are available to address student questions, problems, bug reporting, and complaints.   | 2 | IDs, Program heads                | Enhanced Instructional Design staff will enable us to support students more extensively, perhaps through development of a concierge model (see body of document).               | 2.3 |
| 8.7  | Students have access to effective academic, personal, and career counseling.   | 2 | Programs, Program heads, DDL, IDs | Possible enhancements are discussed in the body of this document.   |     |
| 8.8  | Frequently Asked Questions (FAQs) are provided in order to respond to students' most common questions regarding online education.  | 2 | IDs                               | Possible enhancements are discussed in the body of this document.   |     |
| 8.10 | Policy, processes, and resources are in place to support students with disabilities.   | 2 | EIT Officer                       | Complying with SUNY mandated EIT (Electronic and Information Technology) Access Policy will push us up a level.   | 2.3 |
| 8.11 | Students have access to required course materials in print and/or digital format, such as ISBN numbers for textbooks, book suppliers, and delivery modes prior to course enrollment. | 1 | DLGC                              | DLGC should consider and enact a policy to help move faculty to put this information on the Bookstore's website in a timely fashion.  |     |
| 8.12 | Program demonstrates a student-centered focus rather than trying to fit existing on-campus services to the online student.   | 2 | DDL                               | Possible enhancements are discussed in the body of this document.   |     |
| 8.13 | Efforts are made to engage students with the program and institution in order to minimize feelings of isolation and alienation.  | 1 | IDs, Program heads                | Online programs will have program Student Centers for their students. First one (MS Accounting) should be online in September; other ideas in body of document. See 6.1, above. | 1.7 |
| 8.14 | The institution provides guidance/tutorials for students in the use of all forms of technologies used for course delivery.   | 1 | IDs                               | IDs are creating Student Help area with enhanced materials for students   | 1.7 |
| 8.15 | Tutoring is available as a learning resource.  | 2 | DDL                               | College contracts for online tutoring, but few students use it despite various publicity campaigns. Perhaps a focused push on online students would prompt increased use.       |     |
| 8.16 | Students are provided clear information for enlisting help from the institution.   | 2 | See 8.5 and 8.14 above            | 8.5, Technical Support, and 8.14, Student Center already help; online   | 2.3 |

|                              |  |   |                                    |   |     |
|------------------------------|--|---|------------------------------------|---|-----|
|                              |  |   |                                    | webinar office hours may be added with ID support   |     |
| 9. Evaluation and Assessment |  |   |                                    |   |     |
| 9.1                          | The program is assessed through an evaluation process that applies specific established standards.   | 1 | DDL, Assessment Director, Programs | Distance Program does annual Administrative Assessment, and will do its 5 year academic assessment in AY 2019-20, at which point it will achieve 2. Implementation of SPAAR process will bring it to 3. | 1.7 |
| 9.2                          | A variety of data (academic and administrative information) are used to regularly and frequently evaluate program effectiveness and to guide changes toward continual improvement. | 1 | DDL, SPAAR committee, Programs     | DDL does administrative assessment; will work with academic assessment data and SPAAR committee to implement more frequent assessment and planning  | 1.3 |
| 9.3                          | Intended learning outcomes at the course and program level are reviewed regularly to ensure alignment, clarity, utility, appropriateness, and effectiveness.                       | 2 | Programs, CAP                      | More systematic inclusion of Distance offerings in Program reviews as called for by the Strategic Plan will enhance.  |     |
| 9.4                          | A process is in place and followed for the assessment of support services for faculty and students.  | 1 | DDL, SPAAR                         | DDL will work with Division heads and Directors to systematically include online student services in Administrative Assessments. SPAAR process will further enhance this.                               |     |
| 9.7                          | Program demonstrates compliance and review of accessibility standards (Section 508, etc.)  | 1 | IDs, EIT officer                   | Implementation of Ally in Blackboard is a significant step; implementation of EIT Accessibility per SUNY mandate will bring us up a full level.   | 1.7 |
| 9.8                          | Course evaluations collect feedback on the effectiveness of instruction in relation to faculty performance evaluations.  | 1 | IDs                                | Implementation of Blue Student Evaluation system is a substantial improvement.  | 2   |
| 9.9                          | A process is in place and followed for the institutional assessment of faculty online teaching performance.  | 1 | DDL, Programs                      | Distance Program will do its 5 year assessment in AY 2019-20  | 1.7 |
| 9.11                         | Course evaluations collect student feedback on quality of online course materials.   | 1 | DDL, DLGC                          | DDL and DLGC will work with Academic Affairs to add question on this into Student Course Evaluations  |     |
| Exemplary (Rated 3)          |  |   |                                    |   |     |
| 1.3                          | The institution has a policy for intellectual property of course materials. It specifically addresses online course materials, and is publicly visible online.                     | 3 |                                    |   |     |

|      |   |   |  |  |  |
|------|---|---|--|--|--|
| 2.3  | A centralized system provides support for building and maintaining the online education infrastructure.   | 3 |  |  |  |
| 2.4  | The course delivery technology is considered a mission critical enterprise system and supported as such.  | 3 |  |  |  |
| 2.7  | Whether the institution maintains local data centers (servers), and/or contracts for outsourced, hosted services or cloud services, those systems are administered in compliance with established data management practices such as the Information Technology Service Management (ITSM) standards which includes appropriate power protection, backup solutions, and disaster recovery plans, etc. | 3 |  |  |  |
| 3.12 | Curriculum development is a core responsibility for faculty (i.e., faculty should be involved in either the development or the decision making for the online curriculum choices).  | 3 |  |  |  |
| 4.2  | The course structure ensures that all online students, regardless of location, have access to library/learning resources that adequately support online courses.  | 3 |  |  |  |
| 4.4  | Links or explanations of technical support are available in the course (i.e., each course provides suggested solutions to potential technical issues and/or links for technical assistance).  | 3 |  |  |  |
| 7.1  | Technical assistance is provided for faculty during online course development and online teaching.  | 3 |  |  |  |
| 7.2  | The institution ensures faculty receive training, assistance, and support to prepare for course development and teaching online.  | 3 |  |  |  |
| 8.9  | Students are provided non-instructional support services such as admission, financial assistance, registration/enrollment, etc.   | 3 |  |  |  |