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# Strategic Plan year 1

10.14.2019

## Office of eLearning

### **Vision**

UM System will be the premier eLearning provider in Missouri and contiguous states in respect to the quality of programs and courses, and the number of learners served. Our initial focus will be on adult and traditional learners to meet the workforce needs of the state of Missouri and beyond while reaching a goal of 25,000 new learners by 2025.

We are collaborating to ensure a clear, student-centered pathway from first contact to graduation for online learners, and to develop a state-of-the-art technology platform to support eLearning. We will accomplish this by establishing high quality processes for faculty development and course/program development, and by reducing duplication in services such as academic technology support and instructional design and development on each campus.

## **Mission**

from dependence on individual academic units to participate in the growth initiative.

## **Enhanced Student Experience**

### What is it?

The student experience begins with the first point of contact with the University and continues through program completion. Pre-matriculation services such as enrollment coaching increase the likelihood that a prospective student will become an enrolled student. Retention and completion support such as success coaching and academic advising increases the likelihood that an enrolled student remains enrolled, makes progress toward completion, and successfully completes an academic program. Well-designed and well-taught courses support student learning and increase students' satisfaction with their plan of study.

### Why is it important?

Online learners tend to be adult learners who must balance many responsibilities with their pursuit of higher education. They often have concerns about their ability to make time for classwork, and generally take fewer classes per semester than on-campus students. Online students are more likely to feel isolated and not connected to the learning community, make support services critical. Competition for online learners continues to increase as more institutions seek to attract this market. We must differentiate ourselves amidst the competition.

### What does success look like?

Higher conversion rates of prospects to enrolled student. Higher retention and program completion rates.

### What are the benefits and risks?

Adding pre-matriculation services and success coaching increase the cost of recruitment and retention. If these support services result in higher conversion and retention rates, universities will experience increased net revenues and improved performance numbers.



## **Faculty Experience**

### What is it?

The faculty experience is defined by the technologies, supports, and programs available. Faculty development is the process through which eLearning provides programs, assets, tools, and professional development to serve faculty members in the digital creation and delivery of material and instruction.

### Why is it important?

Faculty need seamless, easy support for digital education so that they can focus on providing the best experience for their learners.

### What does success look like?

Faculty members are able to effectively use technology in their courses to achieve desired learning outcomes, can access different types of support easily, and are engaging regularly with instructional designers to align their teaching and content with current and emerging educational best practices.

### What are the benefits and risks?

The benefits include efficient use of faculty time as well as ensuring that faculty members are prepared and able to employ the tools for optimal learning. One key risk is that if faculty members do not receive the necessary support in developing and delivering high quality learning experiences, students are more likely to be dissatisfied and less likely to succeed and persist.

## **Program and Course Quality**

### What is it?

Designing online programs and courses to provide learners with first-rate educational experiences. Ensuring that programs have excellent curricular alignment and that individual courses meet initial quality design standards. This involves a review for initial course quality as well as ensuring courses are reviewed and updated in a timely manner. The course review process involves faculty peer reviewers as well as course design professionals.

### Why is it important?

The success of online learners depends in part on the quality and consistency of the courses and programs in which they are enrolled. In addition, it is imperative that online courses meet national standards for quality and accessibility such as NC-SARA and universal design guidelines.

### What does success look like?

All online courses across the UM system are designed to meet online quality standards. Quality at or above standard levels is verified using a faculty peer review process before being offered. In addition, there is ongoing, regular review for both course quality and accessibility.

### What are the benefits and risks?

Online learners benefit by enjoying consistent, high quality learning experiences that open doors to opportunity and success. The potential risks with not ensuring course quality and accessibility would involve reduced satisfaction for both learners and faculty members, potential loss of title IV or other federal funding and/or lawsuits.





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