Module 1 Workbook: The Element of Online Program Design and the Role of Collaboration

# Unit 1: Collaborating to Create the Online Student Life Cycle and Its Ecosystem

## Reflection 1

Now that you’ve seen the elements of the online student life cycle, in which elements do you feel your program currently has the potential to be very strong? Where could your program look for future opportunities to enhance how students move through the cycle in ways that benefit both students and the program? Use the checklist below to indicate your first impressions and/or as tool to facilitate discussions about the online student life cycle at program development meetings.

|  |  |
| --- | --- |
| Online Student Life Cycle Element | Select the status from the dropdowns below. |
| Marketing & Recruitment  |  |
| Registration and Enrolment  |  |
| Financial Aid  |  |
| Academic Services  |  |
| Technical Services  |  |
| Health Services  |  |
| Orientation to the Institution  |  |
| Orientation to the Program  |  |
| Social/Co-Curricular Experiences  |  |
| Course learning experience  |  |
| Share feedback on the program   |  |
| Share feedback all elements of the lifecycle  |  |
| Access to credentials  |  |
| Alumni relationships  |  |

## Reflection 2

The online program ecosystem is made up of many different elements. Which do you feel you are already quite familiar with, and which do you feel you feel you need to learn more about?

Use the checklist below to indicate your first impressions of how familiar you are with each element and/or as tool to facilitate discussions about the ecosystem at program development meetings.

|  |  |
| --- | --- |
| Online Program Ecosystem Element | Select the status from the dropdowns below. |
| Program Vision  |  |
| Program Feasibility, Impact, and Approval  |  |
| Program Outcomes  |  |
| Course Design  |  |
| Teaching and Learning  |  |
| Program Feedback  |  |
| Institutional Vision and Strategy  |  |
| Policy and Procedures  |  |
| Educational Technology Stack  |  |
| Marketing and Recruitment  |  |
| Faculty Expertise and Readiness  |  |
| Instructional Design and Educational Technology Expertise  |  |
| Enrolment, Tracking, Credentialing  |  |
| Academic Support Services   |  |
| Technical Support Services  |  |
| Health and Wellness Support Services  |  |
| Co-Curricular and Social Engagement  |  |

## Reflection 3

Where might your program benefit from collaboration within and across units, departments, or institutions? Keeping in mind your responses to Reflections 1 and 2, identify some priority elements where you feel collaboration is or will be important for your program going forward, as well as where collaboration is already happening. At this point, don’t worry about naming potential collaborators, instead, focus on the identifying relevant areas of the online student life cycle and ecosystem where collaboration is possible.

|  |  |
| --- | --- |
| **Priority Elements for Future Collaboration** | **Elements Where Collaboration Already Happens** |
| Write your response here. | Write your response here. |

## Activity: Documenting Online Program Collaboration Partners

Use the chart below to document the equivalent units and possible collaborator roles at your own institution. You can edit it as necessary to reflect the roles, units, and organizational structures of your own institution.

Depending on where you are in the online program development and implementation process, you may find that you don’t need to document all areas at this time, but we encourage you to keep the form updated as a reminder of opportunities for collaboration and as a record of who your primary collaborators are as you develop and implement your program. If you choose to also complete the other modules in this workbook, you may find some overlap in activities that ask you to document collaborators. In this case, this chart might help you keep an overview of all collaborators on your program and their primary role. Choose a method of identifying and keeping track of collaborators that works best for your program.

Academic Integrity Office

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Select the status from the dropdown below.  | Name  | Role  | Contact information  | How will you collaborate?  |
|   |       |        |       |        |
|   |       |       |       |       |
|   |        |       |        |       |

Centre for Teaching and Learning

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| --- | --- | --- | --- | --- |
| Select the status from the dropdown below.  | Name  | Role  | Contact information  | How will you collaborate?  |
|   |       |        |       |        |
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Educational Technology Services/Technology Services

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| Select the status from the dropdown below.  | Name  | Role  | Contact information  | How will you collaborate?  |
|   |       |        |       |        |
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Experiential Learning Office

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| Select the status from the dropdown below.  | Name  | Role  | Contact information  | How will you collaborate?  |
|   |       |        |       |        |
|   |       |       |       |       |
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Faculty Associations or Faculty Relations

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| Select the status from the dropdown below.  | Name  | Role  | Contact information  | How will you collaborate?  |
|   |       |        |       |        |
|   |       |       |       |       |
|   |        |       |        |       |

Library

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| --- | --- | --- | --- | --- |
| Select the status from the dropdown below.  | Name  | Role  | Contact information  | How will you collaborate?  |
|   |       |        |       |        |
|   |       |       |       |       |
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Office of Human Rights, Equity, and Accessibility/Office of Equity, Diversity Inclusion (EDI)

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| --- | --- | --- | --- | --- |
| Select the status from the dropdown below.  | Name  | Role  | Contact information  | How will you collaborate?  |
|   |       |        |       |        |
|   |       |       |       |       |
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Office of Indigenous Initiatives

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| Select the status from the dropdown below.  | Name  | Role  | Contact information  | How will you collaborate?  |
|   |       |        |       |        |
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Other Academic Departments and Institutions

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| Select the status from the dropdown below.  | Name  | Role  | Contact information  | How will you collaborate?  |
|   |       |        |       |        |
|   |       |       |       |       |
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Institutional Planning and Budgeting

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| Select the status from the dropdown below.  | Name  | Role  | Contact information  | How will you collaborate?  |
|   |       |        |       |        |
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Quality Assurance Office

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| Select the status from the dropdown below.  | Name  | Role  | Contact information  | How will you collaborate?  |
|   |       |        |       |        |
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Student Associations and Learners

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| Select the status from the dropdown below.  | Name  | Role  | Contact information  | How will you collaborate?  |
|   |       |        |       |        |
|   |       |       |       |       |
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Student Experience/Students Affairs/Student Success

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| Select the status from the dropdown below.  | Name  | Role  | Contact information  | How will you collaborate?  |
|   |       |        |       |        |
|   |       |       |       |       |
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Other Potential Collaborators?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Select the status from the dropdown below.  | Name  | Role  | Contact information  | How will you collaborate?  |
|   |       |        |       |        |
|   |       |       |       |       |
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# Unit 2: Determining Program Development and Implementation Readiness

## Activity 1

Use the table below or a tool such as the Online Learning Consortium’s freely available “[Quality Scorecard for the Administration of Online Programs](https://onlinelearningconsortium.org/consult/olc-quality-scorecard-administration-online-programs/),” to indicate which elements of the online program ecosystem are well developed, present but need more development, or not present. Remember, you’ll need to collaborate with those who have expertise in these areas or access to the related resources to fully assess where your program lies in relation to these elements. Use the “Notes” column to document your rational for each response, and make notes on any potential collaborations, resources, policy development, etc. needed for future planning.

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| --- | --- | --- |
| Online Program Ecosystem Element  | Select the status from the dropdown below.  | Notes  |
| Program Vision  |   |  Write your notes here. |
| Program Feasibility, Impact, and Approval  |   |        |
| Program Outcomes  |   |        |
| Course Design  |   |        |
| Teaching and Learning  |   |        |
| Program Feedback  |   |        |
| Institutional Vision and Strategy  |   |        |
| Educational Technology Stack  |   |        |
| Marketing and Recruitment  |   |        |
| Faculty Expertise and Readiness  |   |        |
| Instructional Design and Educational Technology Expertise  |   |        |
| Enrolment, Tracking, Credentialing  |   |        |
| Academic Support Services   |   |        |
| Technical Support Services  |   |        |
| Health and Wellness Support Services  |   |        |
| Co-Curricular and Social Engagement  |   |        |

## Activity 2

Using the prompts from the three charts below, map out the potential advantages and disadvantages for your own program across the three models. Adapt or add specific detail where necessary. In cases where you think some elements of the program may be outsourced, note that as well. You may find it helpful to review your work from the previous activity when thinking about the advantages and disadvantages of each model and where outsourcing may be desirable. (Tables adapted from [Western University, 2020](https://provost.uwo.ca/pdf/planning_reports/OTF_final_report_2020June10.pdf)).

|  |
| --- |
| Centralized Online Program Development Model |
| Advantages | **Disadvantages** |
| * cultivates and can reflect a common understanding of best practices in program development across the institution
* avoids unnecessary duplication of resources across campus
* Faculties and departments that could not afford online program start up costs have access to program development and implementation services
* potential for economies of scale, reducing costs for program development, implementation, and sustainability
* opportunity to create cogent, well-defined marketing, recruitment, enrollment, and credentialling strategies across the intuition
* faculty and departments can benefit from full brand and institutional weight to garner sufficient attention
* opportunities for sharing resources and knowledge across campus
* higher levels of coordination with central university resources for students
 | * requires financial investment at the institutional level for various support functions
* requires a level of organizational change readiness management to ensure and revisiting historical administrative practices
* requires a high level of coordination of various units across campus
* to garner commitment, Faculty members need to perceive this type of support from outside of their department/faculty as being helpful to academic interests
* coordinating efforts across the campus can be challenging when executing strategy
* program development may take longer as the resources are shared across the university and/or access to resources may be limited
 |
|  |
| Advantages and Disadvantages for Your Online Program |
| Advantages  | **Disadvantages** |
| List the advantages here. | List your disadvantages here. |

|  |
| --- |
| Decentralized Online Program Development Model |
| Advantages | **Disadvantages** |
| * promotes sense of ownership over all aspects of the program
* allows for innovation at the faculty or department level
* relatively little to no cost at the institutional level for program development and launch
* program development may progress more quickly because services are more readily availability to work with selected faculties or departments
* eLearning tools can be tailored to the specific discipline
 | * unequal access to business and technology resources across campus
* developing all types of expertise and resourcing is costly (e.g., marketing, recruitment, technology expertise and tools)
* creates redundancies for roles, activities, and infrastructure investments across the campus
* need to focus on all elements of program design may lead to high workload demand on instructors and staff
* may not have the “economies of scale” to meet the academic, technical, wellness, and social needs of all students
 |
|  |
| Advantages and Disadvantages for Your Online Program |
| Advantages  | **Disadvantages** |
| List the advantages here. | List your disadvantages here. |

|  |
| --- |
| Outsourced Online Program Development Model |
| Advantages | **Disadvantages** |
| * lower upfront costs borne by the intuition
* improved shortened start up times
* greater initial efficiencies
* immediate access to business development expertise
* In “a la carte” or specialty service models, the institution can focus on developing capacity for in-house in priority areas without holding up program implementation
 | * little opportunity for institutional capacity building in “full service” models
* potential loss of revenue - OPMs can typically claim 50- 70% of enrolled student tuition (Mckenzie, 2018)
* potential loss of ‘brand control’
* potential issues around transparency, e.g., how work is completed or what quality assurance measures are in place
* faculty member’s perceptions of outsourcing can be difficult to overcome
* ownership of infrastructure lies outside the control of the institution
* OPM may have more success in growing enrolment in some areas than others, e.g., undergraduate vs. graduate students (Garrett, 2018; Lurie, 2018)
 |
|  |
| Advantages and Disadvantages for Your Online Program |
| Advantages  | **Disadvantages** |
| List the advantages here. | List your disadvantages here. |