EXTENDED LEARNING

Central Washington University

OPPORTUNITY
CENTERS

PERSONALIZED
LEARNING

MODULAR
PROGRAMMING
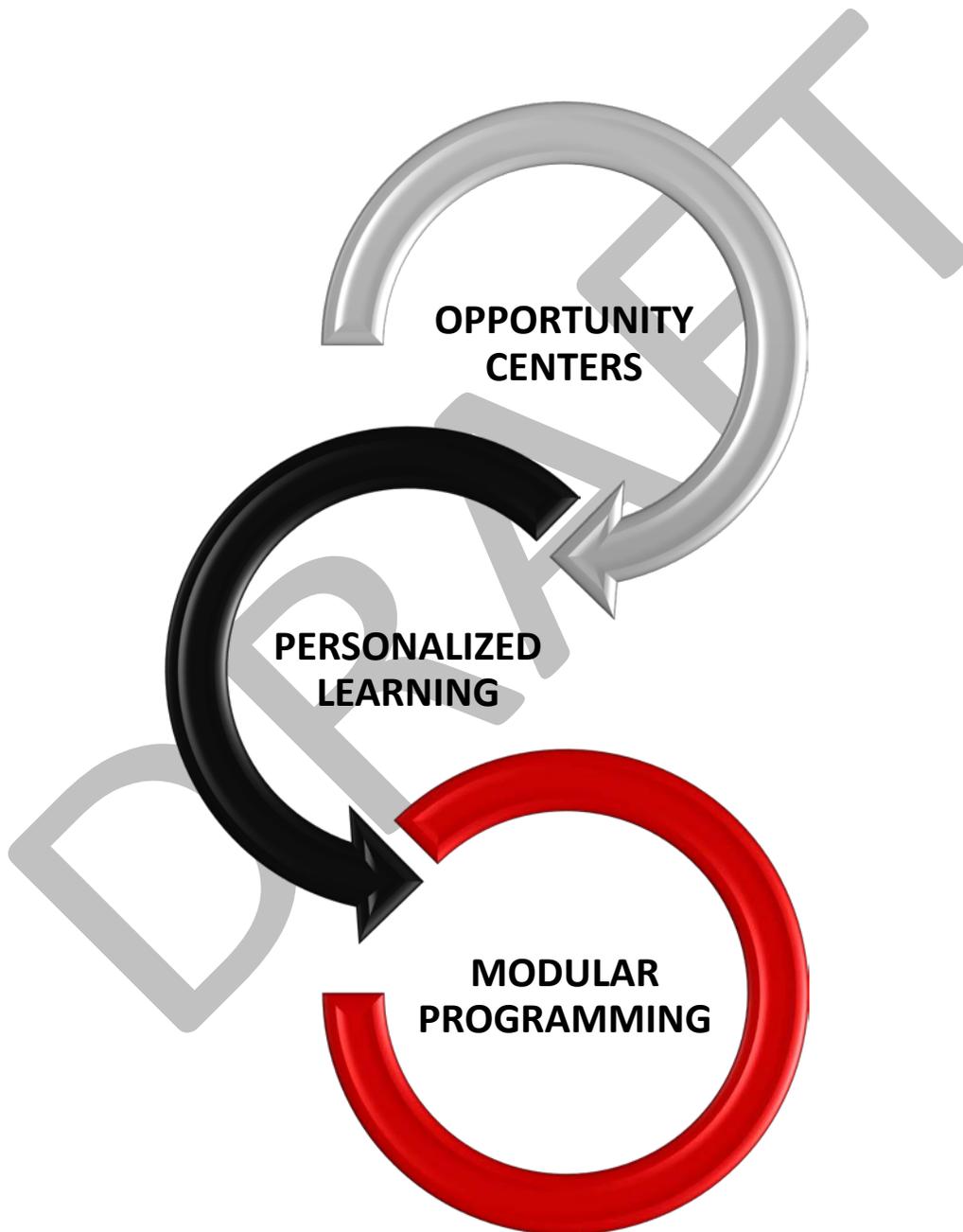
To effectively position itself for the future and best support Central Washington University's mission to provide an inclusive and diverse education accessible to all adult learners in Washington State and beyond, Extended Learning has developed an open, agile and flexible five-year strategic plan for the academic years 2018-2023.

During the development of this plan, Extended Learning spent Winter and Spring of 2015-2016 engaging its major stakeholders in brainstorming and planning, and considered the strategic directions and history of Extended Learning at Central Washington University (CWU). During the Fall and Winter of 2017-2018, engagement with stakeholders ensued under the direction of a newly created position of Associate Provost for Extended Learning and Outreach. Analysis of the past five years of Extended Learning reveals:

- Strong growth in online courses and programs, Multimodal Learning (MML) technology infrastructure and support, and Running Start partnerships and offerings;
- An uncoordinated and decentralized approach to University Centers (UC) and Continuing Education programming; and
- Inconsistent ownership of Extended Learning at the executive level and a clear need for a revitalized and fully coordinated approach.

In coordination with ASL strategic planning and work group efforts, Extended Learning spent Fall and Winter of 2016-2017 drafting this strategic plan and soliciting feedback from stakeholders. The twenty-first century offers us a new era of learning and accessibility characterized by interconnectivity, instantaneous communication and knowledge sharing that travels through a multiplicity of systems and sources. CWU stands at the cusp of change in educational delivery and attainment. From 2018-2023, Extended Learning will seek to capitalize on this position to broadly enhance program offerings, leverage current and emerging technologies to create stronger more accessible learning environments, restructure the University Centers to be more fit-for-purpose, and continue to build the Running Start and Dual Admission programs.

Extended Learning is comprised of University Centers, Online Learning (OL), Continuing Education, Running Start, Multimodal Learning, Distance Education (DE), Multimodal Learning Center, and Dual Admission.

Extended Learning Mission

- The mission of Extended Learning is to broadly expand access to educational opportunities for students, while preparing students to live in a globally-networked society and instilling in them a passion for life-long learning. Through multiple modalities, campus locations, emerging technologies, and innovative programs and pedagogies, Extended Learning provides numerous entry points for a diversity of learners to access education at all stages of their life and career.

Vision Areas

- **Opportunity Centers**

  University Centers will be 'fit-for-purpose' twenty-first century learning hubs serving all members and prospective members of the CWU community. Services may include course delivery, faculty mentoring, computer labs, library services, academic advising, counseling and career services, assistance with applications for college admissions, testing, and financial aid, coordination with partner institutions, student life activities, community outreach and alumni events. Delivery of these services will be available to on-campus, online, and hybrid students through multiple modalities.

- **Modular Programming**

  T-shaped modular programming will provide flexible and high demand course sequences (such as communications, leadership, graphic design, etc.). The course sequences can be combined with a 'deep dive' core of study in a specific area (management, biology, etc.) to create stackable certificate-based programs of study tailored to a student's specific interests and needs.

- **Personalized Learning**

  Extended Learning will offer innovative programs through multiple modalities to accommodate diverse learning styles by leveraging the power of developing educational technologies (i.e. learning analytics, digital badging, and alternative credentials) and supporting innovative pedagogies (i.e. project- and problem-based learning, and competency-based education).

Goals

- Provide a distinctive CWU educational experience to support student success for diverse student populations in all locations supported by multiple modalities of instruction, and scholarly opportunities.
- Develop our University Center campuses to address local educational and workforce needs, create entrepreneurial Opportunity Centers, and connect University Center students to the Ellensburg campus community.
- Sustain the financial resources of the institution through enrollment growth, revenue-generating educational programs, and internal and external partnerships.

Strategic Priorities

- Develop and support a culture of pedagogical innovation and change.
- Provide service to distinctive communities, including:
    - Rural,
    - Veteran,
    - International,
    - Differently-abled,
    - Economically under-represented,
    - Multi-ethnic,
    - High School,
    - Life-long learners, and
    - Career enhancement.
- Targeted, sustainable enrollment:
    - University Centers,
    - Dual Admission,
    - Online,
    - Hybrid, and
    - Continuing Education.

Strategic Priority 1

- Develop and support a culture of pedagogical innovation and change.

I. Objective

- <u>1.1:</u> Increase engagement with University Centers to define community and industry educational demand for both credit and non-credit programming, including certificate programs.
- <u>1.2:</u> Create technology platform and provide pedagogical models for integrating synchronous (DE) and asynchronous (OL) instructional modalities for distance learners.
- <u>1.3:</u> Identify, pilot, and scale personalized learning initiatives.

II. Targets

- <u>1.1.1:</u> Develop Advisory Councils for University Centers.
- <u>1.1.2:</u> Conduct survey of current students and focus groups of transfer students to identify programming area interests.
- <u>1.2.1:</u> Install new core DE system and upgrade nine DE classrooms.
- <u>1.2.2:</u> Upgrade nine to twelve additional DE classrooms.
- <u>1.3.1:</u> Develop one ongoing initiative to scale: eTexts/OER, problem-based learning, competency-based education.
- <u>1.3.2:</u> Develop one new initiative to pilot: adaptive learning, alternative credentials, and learning analytics.

III. Key Activities

- Establish UC Advisory Councils for Des Moines, Lynnwood/Everett, Pierce/JBLM, Yakima, and Wenatchee/Moses Lake.
- Conduct survey in partnership with host/feeder Community Colleges.
- Install new core DE system and upgrade 18-21 DE classrooms.
- Support early adopters to champion personalized learning initiatives and serve as mentors, provide training and incentives to new adopters, showcase projects at the Symposium of University Research and Creative Expression (SOURCE), and faculty learning communities.

IV. Primary Stakeholders

- University Centers: All Academic and Student Life units (i.e. College of Business, College of the Sciences, College of Education and Professional Studies, College of Arts and Humanities, School of Graduate Studies and Research, Library, Student Success, William O. Douglas Honors College, Office of International Studies and Programs), local Chambers of Commerce, local school districts, and military partners (i.e. veterans and Joint Base Lewis-McChord).
- Distance Education: College of Business, College of Education and Professional Studies, College of the Sciences, and Information Services.

- Personalized Learning: Departments (Physics, Geology, and Theater), Library, Wildcat Shop, William O. Douglas Honors College, Multimodal Education Center, and Continuing Education.

V. University Strategic Priorities

- <u>1.1.3:</u> Students and faculty will be increasingly engaged in the learning process inside and outside of the classroom.
- <u>4.1.2:</u> Increase the number of collaborations and partnerships with external community entities and organizations.
- <u>4.3.1:</u> Increased educational support for University Center regional area economic development.

VI. ASL Work Plan Priorities

- <u>1.E:</u> University Center workgroup recommendations.
- <u>1.H:</u> Center for Teaching and Learning Excellence workgroup recommendations.
- <u>1.J:</u> Interdisciplinary Programs workgroup recommendations.

Strategic Priority 2

- Provide service to distinctive communities, including:
    - Rural,
    - Veteran,
    - International,
    - Differently-abled,
    - Economically under-represented,
    - Multi-ethnic,
    - High School,
    - Life-long learners, and
    - Career enhancement.

I. Objective

- 2.1: Provide support services and engagement activities for a diversity of learners across all campuses through multiple modalities.
- 2.2: Support digital accessibility and universal design for all courses with digital components.
- 2.3: Develop flexible and modular programming options to meet high-demand projected career areas.

II. Targets

- 2.1.1: Add/increase advising support at Pierce, Wenatchee, and Moses Lake.
- 2.1.2: Increase student engagement events at all campuses.
- 2.1.3: Holistic student support (Student Success, Colleges, and Multimodal) built out across two University Centers.
- 2.2.1: Caption up to 500 hours of existing and new video recordings.
- 2.2.2: Caption up to 500 hours of existing and new video recordings.
- 2.3.1: Identify and pilot two modular programs (one east-side, one west-side).

III. Key Activities

- Work with Student Success on regularly scheduled advising days at Pierce, Wenatchee, and Moses Lake.
- Develop student engagement activities with the Associate Dean of Student Development.
- Yakima and Pierce student support resources built out by 50%.
- Complete contract with selected video captioning vendor from state-wide request for proposal, and integrate into Panopto and MediaAMP.
- Administrators for Panopto and MediaAMP identify videos and coordinate captioning with the selected vendor.

- Work with College Deans, Enrollment Management, Public Affairs and Regional Directors on targeted modular program development, piloting, and communications/recruitment.

IV. Primary Stakeholders

- Digital accessibility: Disability Services, Accessibility Studies, Information Services, and Multimodal Education Center.
- University Centers: Student Success, Multimodal Learning and Distance Education, academic departments offering programming at selected University Centers, Enrollment Management, and Student Financial Services.

V. University Strategic Priorities

- 2.2.2: Increase diversity of students by active program recruitment, and retention of underrepresented groups.
- 5.4.3: Provide the technology infrastructure, systems and campus services necessary for all departments to achieve their objectives, and the objectives of CWU.

VI. ASL Work Plan Priorities

- 1.B: Baccalaureate Taskforce recommendations.
- 2.B: Contribute to strategic recruitment and retention efforts of students, faculty, and staff.

Strategic Priority 3

- Targeted, sustainable enrollment:
    - o University Centers,
    - o Dual Admission,
    - o Online,
    - o Hybrid, and
    - o Continuing Education.

I. Objective

- <u>3.1:</u> Targeted marketing and recruitment for University Centers and Continuing Education enrollment growth.
- <u>3.2:</u> Expand online courses, programs, and general education offerings.
- <u>3.3</u>: Increase certificate program offerings (post-baccalaureate and graduate).

II. Targets

- <u>3.1.1:</u> Grow Dual Admission applicants by 35% over current baseline.
- <u>3.1.2:</u> High demand programs built out with three year commitment from Deans.
- <u>3.2.1:</u> Add three new online graduate programs.
- <u>3.2.2</u>: Add three new online undergraduate programs.
- <u>3.2.3:</u> Regular schedule of online general education courses.
- <u>3.3.1</u>: Develop and pilot three new certificate programs.

III. Key Activities

- Work with Regional/Dual Admission Directors to revise communication plan to prospects.
- Collaborate with Deans on University Center and Continuing Education high-demand programming, including proposed schedule of courses and certificates.
- Work with Deans/Chairs to develop and offer new online graduate/undergraduate programs and online general education courses.

IV. Primary Stakeholders

- Academic Colleges, Community College partners, Enrollment Management, and Public Affairs.

V. University Strategic Priorities

- <u>4.2.1:</u> Increase the number of class and certificate program offerings that meet the needs and satisfaction of the CWU campuses and external communities.
- <u>5.2.1:</u> Achieve projected targets for each enrollment category (i.e. in-state, out-of-state; domestic-international; veteran, freshman-transfer; undergraduate-graduate, etc.)

VI. ASL Work Plan Priorities

- <u>1.D:</u> Online Learning/Multimodal Learning workgroup recommendations.
- <u>1.E:</u> University Center workgroup recommendations.

- <u>1.G:</u> Create degree pipeline process at undergraduate and graduate level.

Addendum: Extended Learning Vision Areas

Personalized Learning

Refers to a broad range of services, tools, and curricular models designed to create individualized learning for students. The concept intersects with concepts such as adaptive learning, differentiated instruction, competency-based education, and analytics.

Current Initiatives to Scale

1. eTextbooks/Open education resources: Reduce textbook costs and provide digital course materials with multimedia features to improve student engagement, interaction, digital literacy, and academic achievement. Current pilot projects with OpenStax, Inclusive Access, and Canvas Commons. The CWU Wildcat Shop (bookstore) has piloted Inclusive Access to eTextbooks with Physics, Geology, and Theater courses. Bruce Palmquist (MML Faculty Fellow, Physics) has experience with OpenStax OER textbooks and Pearson Direct Access eTextbooks. MML has offered three faculty learning community meetings on the topic. Orbis/Cascade Alliance is developing open education publishing platform. Partner with Library and Wildcat Shop on initiative.

2. Problem-Based Learning: Design modules and courses to create situated learning environments and support problem-based learning. Approaches include game-based learning and flipped classrooms. Game-based learning uses components of digital games (leader-boards, level-ups, in-game rewards, badges, etc.) and game design. Flipped classroom model provides recorded academic video content for students to view/review outside of the classroom and use in-class time for interactive, problem-based learning. Early adopters include Anne Egger (Geology), Anne Cubilie (DHC), Geri Hopkins (Library), Michael Braunstein (Physics), and Aaron Montgomery (Math/DHC).

3. Competency-Based Education (CBE): Allow for flexible pacing of coursework, and evaluation of competency mastery through project-based assessments. Existing Information Technology Administrative Management (ITAM) FlexIT program is one CBE model that may expand to graduate level with the Masters of Science ITAM program. Education programs may be another CBE opportunity.

New Initiatives to Develop

1. Adaptive learning: Utilize digital courseware and adaptive learning platform to create personalized learning pathways through curriculum and support resources for optimal learning outcomes. Particularly helpful for introductory, developmental, and low-completion courses. Could pilot with high-DFW courses identified by EAB. Work with vendor for off-the-shelf content, create new content, and provide adaptive learning platform. Resource intensive although grants may be available.

2. <u>Alternative credentials</u>: Offer badges, micro-degrees, coding boot-camps, stackable certificates, and other forms of alternative credentials to create a personal learning transcript. Multimodal Education Center and Continuing Education are interested in pilot program offering badges for workshops and certificates.

3. <u>Learning analytics</u>: Aggregate student learning data from course management system and early-alert for targeted interventions by instructors/advisors to improve student success. Different approach than our current early alert system, which depends on faculty for manual data input on students.