



TEXAS TECH
UNIVERSITY

Creating a High Quality Scalable Online Program

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November 14, 2018



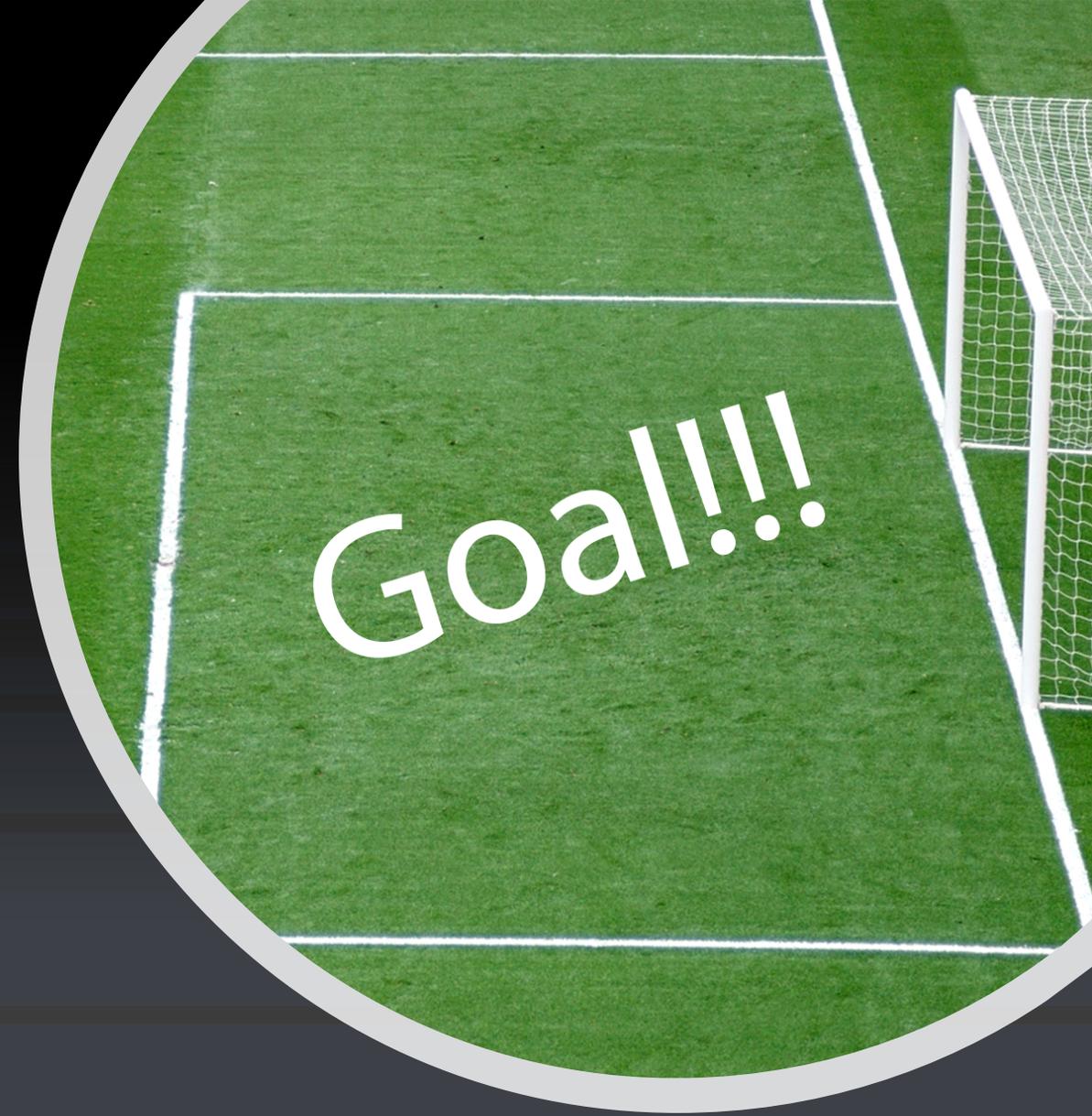
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Starting from Scratch – Building a Robust Online Program

In a Traditional University

Your Goals

- What are your goals?
- Why are you here?
- What do you hope to gain?
- What are you trying to do at your institution?



What did we do? Fall 2011

Standing Up an Online Program in Human Resource Development

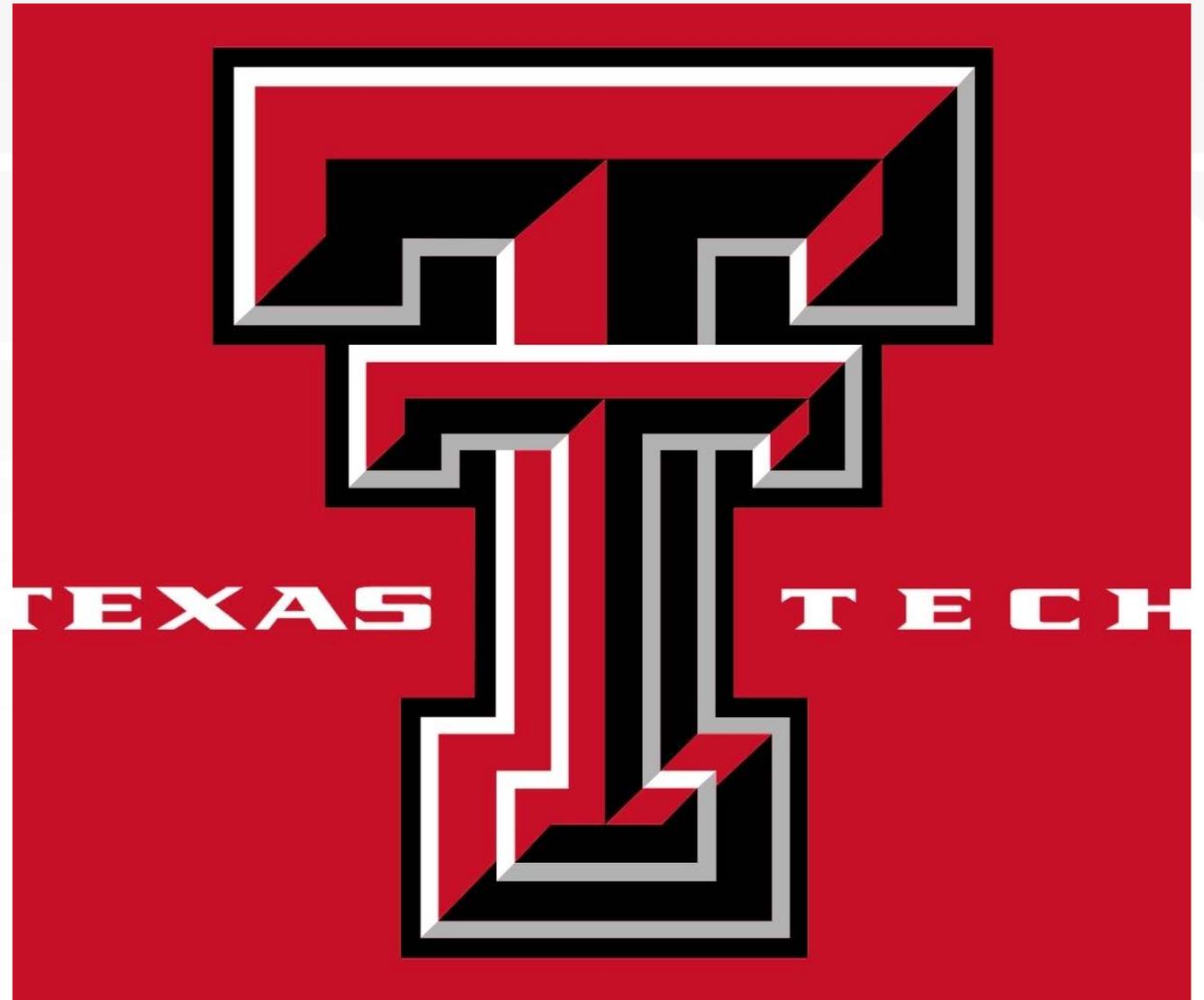


- Start an online program in human resource development within a traditional brick and mortar university when no such model existed
- Develop Human Resource Development as a Minor within the University Studies Degree
- Collaborate with the Health Sciences Center to develop a Certificate in Strategic Leadership in HRDV
- Provide consistency, high quality programming with instructors adept at online teaching



Our Success

- 100 Students in 2011
- Over 1000 students in 2017
- In addition to launching the minor program, developed an undergraduate certificate
- 18 course offerings
- Certain Classes cross-listed with other departments and as part of Core Curriculum requirements



Understanding the Environment Where does Human Resource Development Belong at Texas Tech?

Program Part of Texas Tech University's Bachelor Arts/Sciences of University Studies – What is that?

A program of study allows students flexibility in choosing three distinct areas of study from any Texas Tech's academic colleges, which is normally unavailable as a combination of courses in other existing degree programs.

- **Only University Studies allows students to explore and integrate three areas of study.**
- **BUS 120 credit hour Degree Program:**
 - 54 hours- 18 hours for each of the three areas of concentration
 - 12 hours- Integrative Studies coursework
 - 44 hours - Core Curriculum coursework
 - 10 hours- Electives

HOUSED WITHIN THE OFFICE OF THE PROVOST:

- Human Resource Development, Integrative Studies, Journalism and Visual Media, Legal Studies, Organizational Leadership, Wind Energy, Women's Studies

Where does HRDV fit?

- Can be one of the concentrations fulfilling the University Studies Degree
- Offered as minor
- Classes are electives



The Process – An Overview of Building a High Quality Scalable Program

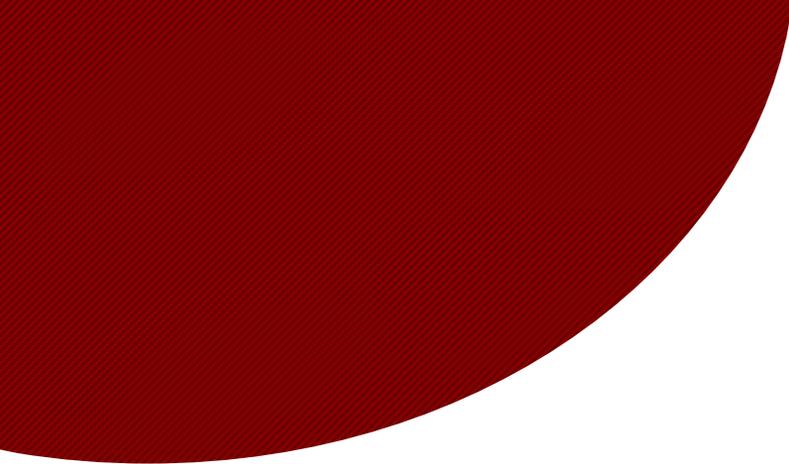
Collaboration within the Traditional University

1. Establishing Buy-In to an Online format
2. Finding Sources of Funding
3. Obtaining Administrative Approval
4. Working within the Department Structure of a Traditional University
5. Developing Campus Partners

The Program

1. Curriculum Development
2. Establishing Department Guidelines and Standards
3. Creating Consistent Online Course Design
4. Hiring and Mentoring Faculty





Activity One

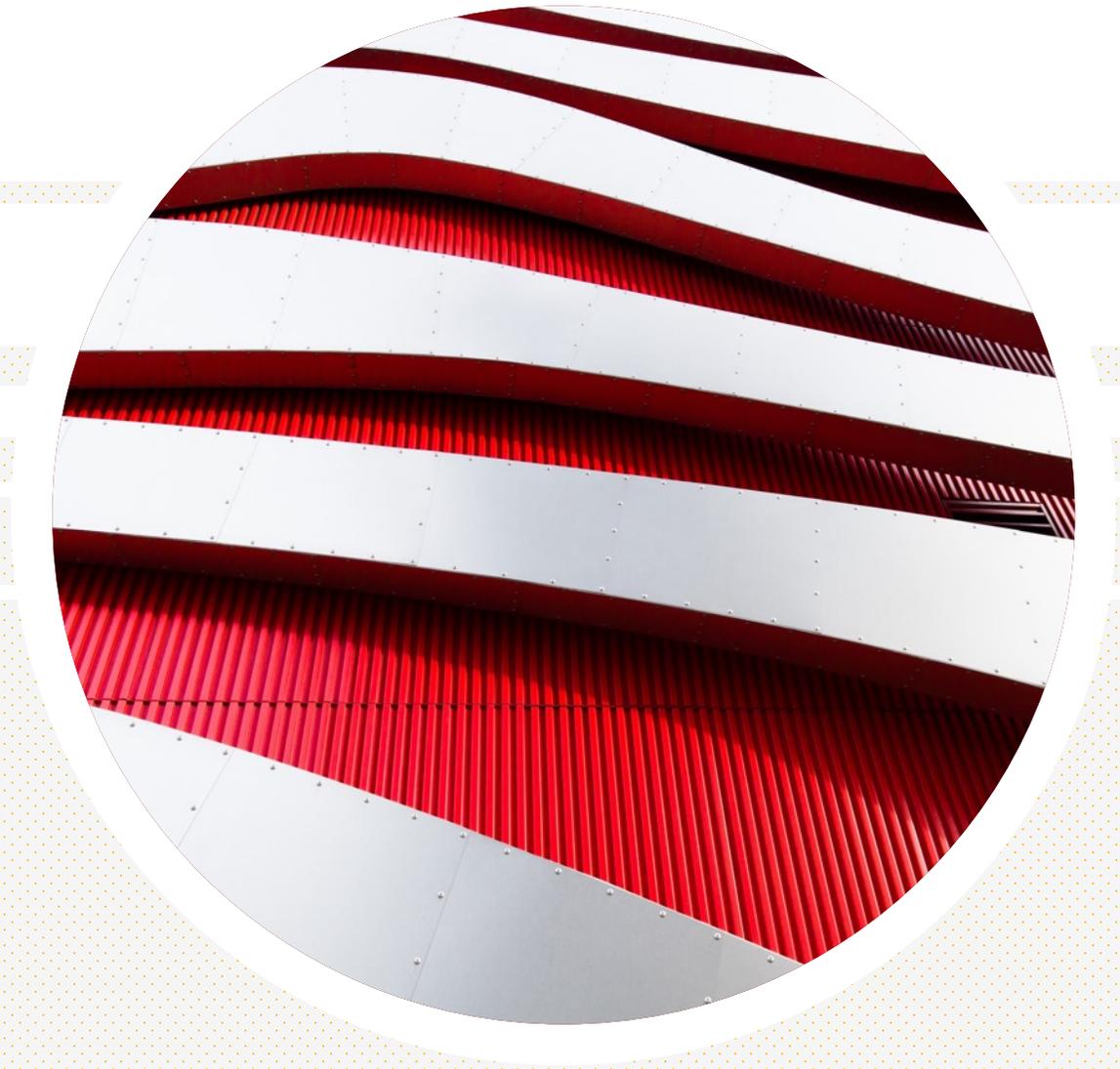
Turn to the person next to you and discuss some of the attitudinal barriers about online learning that existed (or existed) at your institution.

How can those be resolved?



Step One –
Collaboration with a
Traditional University

Subtitle



Administration Matters - Standing Up an Online Program

What is the process of standing up a program at a traditional university?

What additional challenges came with standing up an online program?

- 1) Funding
- 2) Collaborating with Administration in the Program's Department
- 3) Marketing to Students/Selling Online Learning
- 4) Cross Departmental Collaboration

What was our plan to overcome those challenges? See next slides



Challenge One - Administration

How to Obtain Approval and Funding for an Online Program within a traditional University

Finding the right home for the program

- 1) Need department with flexibility and openness to online learning and where other department programs align with curriculum
- 2) Can't overlap with existing programs

How to Obtain Funding – Prove Value

- 1) Establish the credibility of our classes and program
- 2) Show that students can gain jobs in HR/marketability of degree
- 3) Demonstrate the demand for the subject
- 4) Create Buy-In for online learning; opens door to more students, flexibility
- 5) Becoming self-funding and revenue-generating in under two years



Challenge Two – Collaboration with Administration and Support Staff

Educate administration and advising team of value and marketability of concentration

Administration

- Needed to follow all campus policies for introducing new classes, etc.
- Align concentration with current departments programming

Advising Team:

- Educated on our program so they could inform students;
- Trained an academic advisor specifically on how to advise online students.

Staffing

- ❖ Program Director who manages the schedule, staffing, and budget;
- ❖ Curriculum Coordinator who oversees course design and pedagogy;
- ❖ Instructional Designer who oversees regular updates such as new due dates in classes, new editions to textbook, etc.



Working
within the
Department

Challenge Three – Attracting Students

Understand the Online Student Be Student Friendly:

- ✓ Few to no prerequisites,
- ✓ Varied class offerings that fit a non-traditional student schedule,
- ✓ Standard look to courses to reduce learning curve with each new course,
- ✓ Intro class teaches skills transferable to many other classes,
- ✓ Class design such that that anyone can take just one class without having to take another first



Challenge Four – Growth through Cross Campus Partnerships and Outreach

In the first few years, we visited everyone that might be interested in our classes.

- Emailed the academic advisor listserv on a regular basis to advertise the program.
- Marketed the academic minor to departments across campus where HR is a good fit (psychology, business, communication, etc.)
- College of Business - listed our classes as possibilities for their students – increased student enrollment
- “Double Dipping” Diversity Class fulfills Tech’s Core and Multicultural Requirement
- Health Science Center Partnership for Leadership Certificate
- E-Learning Department – Grants, funding for conferences, support in developing online classes



Logo here

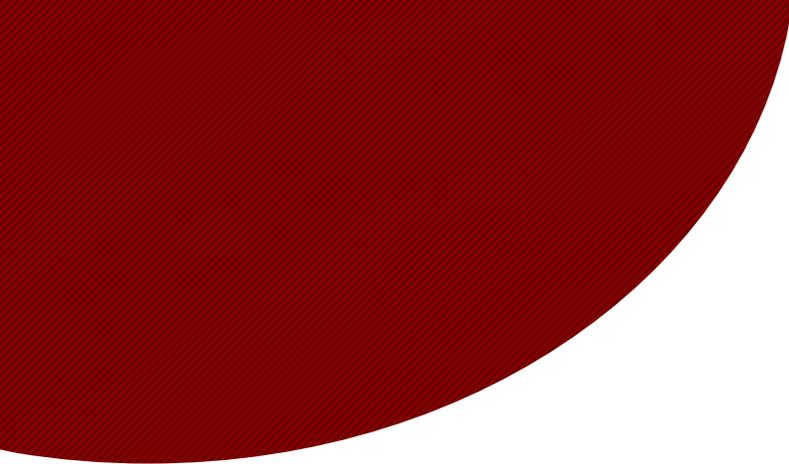
Step Two - Standing Up an Online Program



Our Goals

- Departmental Course Development
- Consistent “Look” to the Classes
- Department Level Class Management Policies
- Hiring focused on Content and Education Expertise
- Training for Distance Faculty
- Create Long Distance Community





**Activity Two: Turn to your neighbor and discuss
What are some ways to ensure
consistent design across classes
(either in a program or at the entire institution)?**



Central Control Over Course Development Builds High Quality Program

Develop a Road Map for Program and establish central control over course development:

- Road Map of Course offerings as a whole provided a comprehensive program, with little curriculum overlap
- Guaranteed classes covered necessary knowledge, skills, and abilities for the topic
- Allowed for students to build knowledge across courses
- Assignments and Rubrics included to guide part time instructors on grading
- Ensured Classes were developed with sound instructional design theories and principles
- Provides agility for scalability, especially with an “elastic” faculty that can pick up extra sections as needed
- Allows adjunct professors to focus on guiding students and adding their expertise to the class rather than course design



Courses Rotation for Update:

Central Control Over Course Design = Consistent Course Updates

- We developed a “course rotation” to ensure the courses would be updated on a regular basis, especially important in a constantly changing field such as Human Resource Development.
- Ensures classes are updated on a timely basis
- Guarantees classes cover cutting edge knowledge, skills, and latest regulations/policies
- Regular reviews allow classes to remain “fresh” and up-to-date



Consistent Design Across Classes

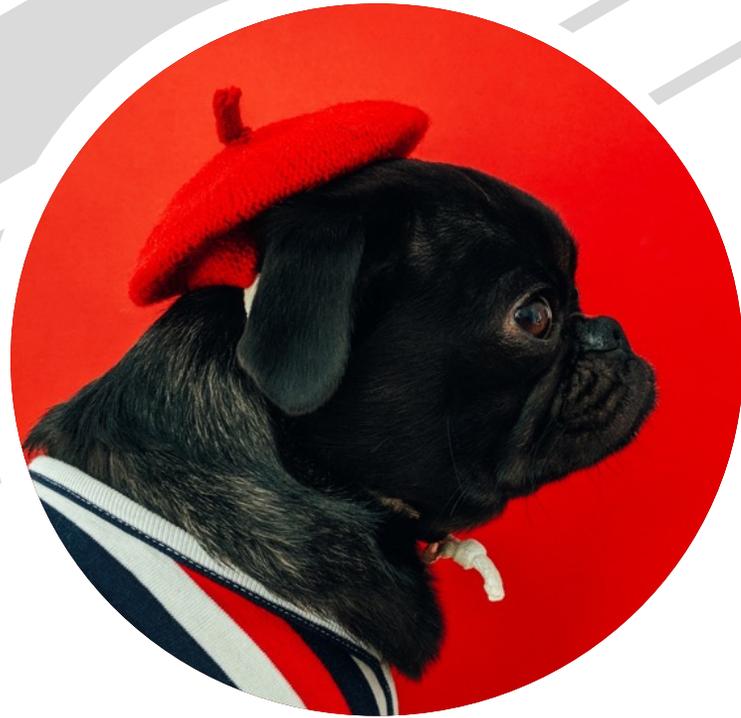
Reduced logistical issues for students and adjunct faculty = ease of instruction.

Developed a “Template” for Online Classes

- Similar look across classes
- Links located in same places
- Initial announcements pre-loaded
- Due dates similar across classes (ie Sundays at 11:59 pm)
- All class worth 1000 points
- Syllabus “template” with consistent course policies, such as late assignment policy
- Department logo on Course Homepage
- Allows for scalability



The New Era: Primarily Part Time Instructors



Step Three - High Quality Requires Quality Teaching

- Hire Content & Teaching Experts
- Train in Online Teaching & Department Expectations
- Build Online Community
- Conduct Check-Ins

“You’re Only as Good as the Company You Keep”

Onboarding Online Faculty



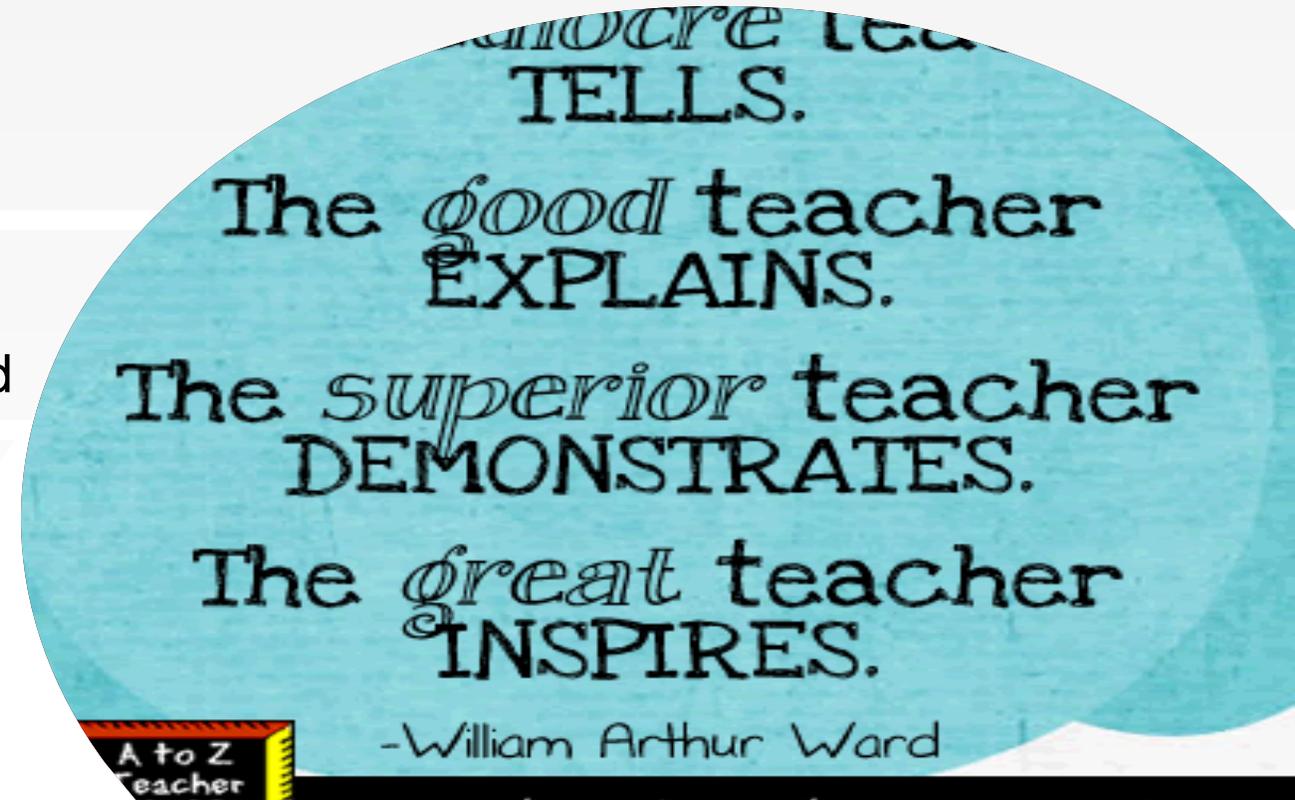
- Develop Consistent Onboarding Process and Faculty Manual
- Onboarding to include online training for navigating learning management system and review of expectations/faculty manual.
- Faculty manual
- Details department policies on grading, assignment turnaround, quantitative and qualitative feedback, instructor participation in class, office hours
- provides sample announcements, information on professional development opportunities, important resources for students and faculty, evaluation procedure, quick links, class management strategies.

Key to growing a program:

Hire and retain faculty who can easily teach additional classes at the last minute allows for scalability.

Developing Online Faculty Creating a Virtual Community

- ✓ Virtual Faculty Meetings to provide training and support.
- ✓ Mentoring program
- ✓ Provide consistent feedback
- ✓ Proactive communication with ideas, support, reminders of policies, hints for navigating LMS
- ✓ Yearly reviews with self evaluations and follow up
- ✓ Encourage and provide opportunities for professional development
- ✓ Encourage faculty to supplement in their courses to personalize class within the centrally developed framework



Department Policies for Class Management

Setting Department Policies for Class Management provides consistent, high quality program to students

Why?

- Improves Student Retention – consistent expectations regardless of class or instructor
- Allows for Part Time Instructors to provide a quality, fair, and consistent learning experience
- Allows for part time instructions to understand expectations

How?

- Develop policies for: Late Assignments, Absences, Disability Accommodations, Title IX
- Exam administration, communication, classroom civility. All these policies should be included in the syllabus template
- Training for faculty to clarify policies
- Check-in with faculty to ensure implementation of policies





Takeaways

Key Steps to developing Online Program

1. Demonstrate value/create buy-in using flexibility, marketability, student recruitment
2. Work within current administrative structure while building administration for program
3. Develop cross-campus partnerships to bring in students and grow courses
4. Central control over course development and updates
5. Consistent department policies and standardized “look” to classes
6. Flexible, subject-matter expert faculty
7. Create an Online Community - Faculty onboarding, mentoring, and training



Session Evaluations & Drawing



👍 Evaluate Session

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen (located under session type and track)
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

Five (5) \$25 gift cards will be awarded to five (5) individuals

Must submit evals using the OLC Conferences mobile app or website

Thank you!

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