

# Online Learning in Montana

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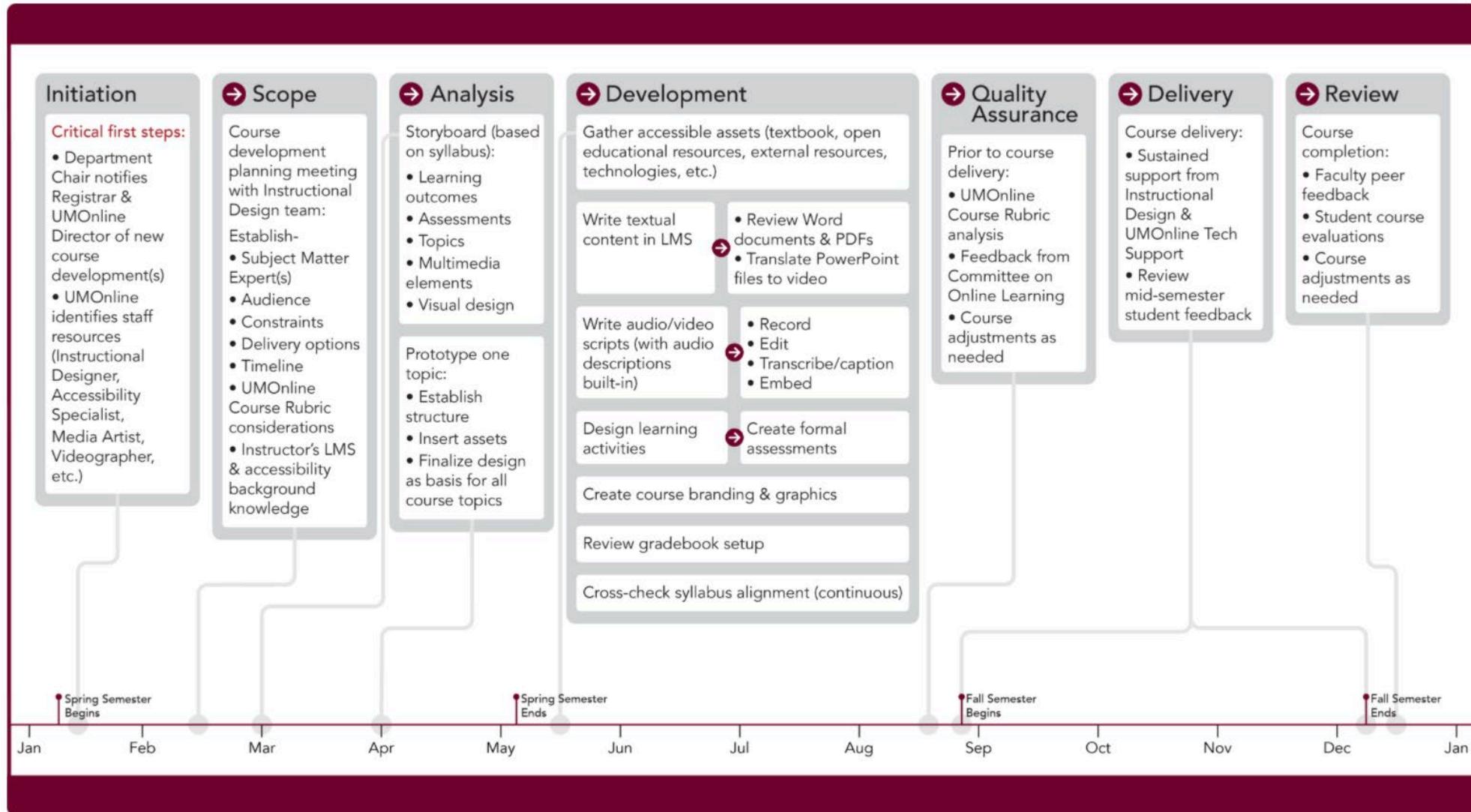
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**What does it take to develop a high-quality online course or program?**



# It Takes Time and a Team



# It Takes Time and a Team

	Face-to-Face 	Online 
Faculty Salary	✓	✓
Dedicated Student Support Staff	✗	✓
Learning Management System Cost	✓	✓
Partnership with Online Program Management Vendor <sup>2</sup>	✗	✓
Instructional Designers	✗	✓
Course Development Stipends	✗	✓
Online Pedagogy Training	✗	✓

# Current MUS E-Learning Teams (11 Institutions)

## INSTRUCTIONAL DESIGNERS



- Do not have a dedicated ID team 4/11
- Have 1 or 2 IDs 5/11
- Have more than 3 IDs 2/11

MSU-Billings: “we have developed the eLearning Faculty Fellowship where a faculty representative from each of the five colleges works with his or her dean to focus on eLearning (and pedagogical) needs for the college”



## COLLABORATIONS



E-learning teams rely on faculty to support other instructors

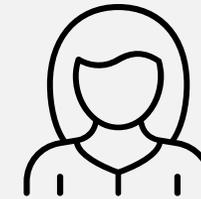


Most E-learning teams in the MUS share marketing, data, finance, and student support with other departments on campus



Some E-Learning teams overlap with the IT team of their institutions and collaborate to support students and faculty

## E-LEARNING DEDICATED STAFF

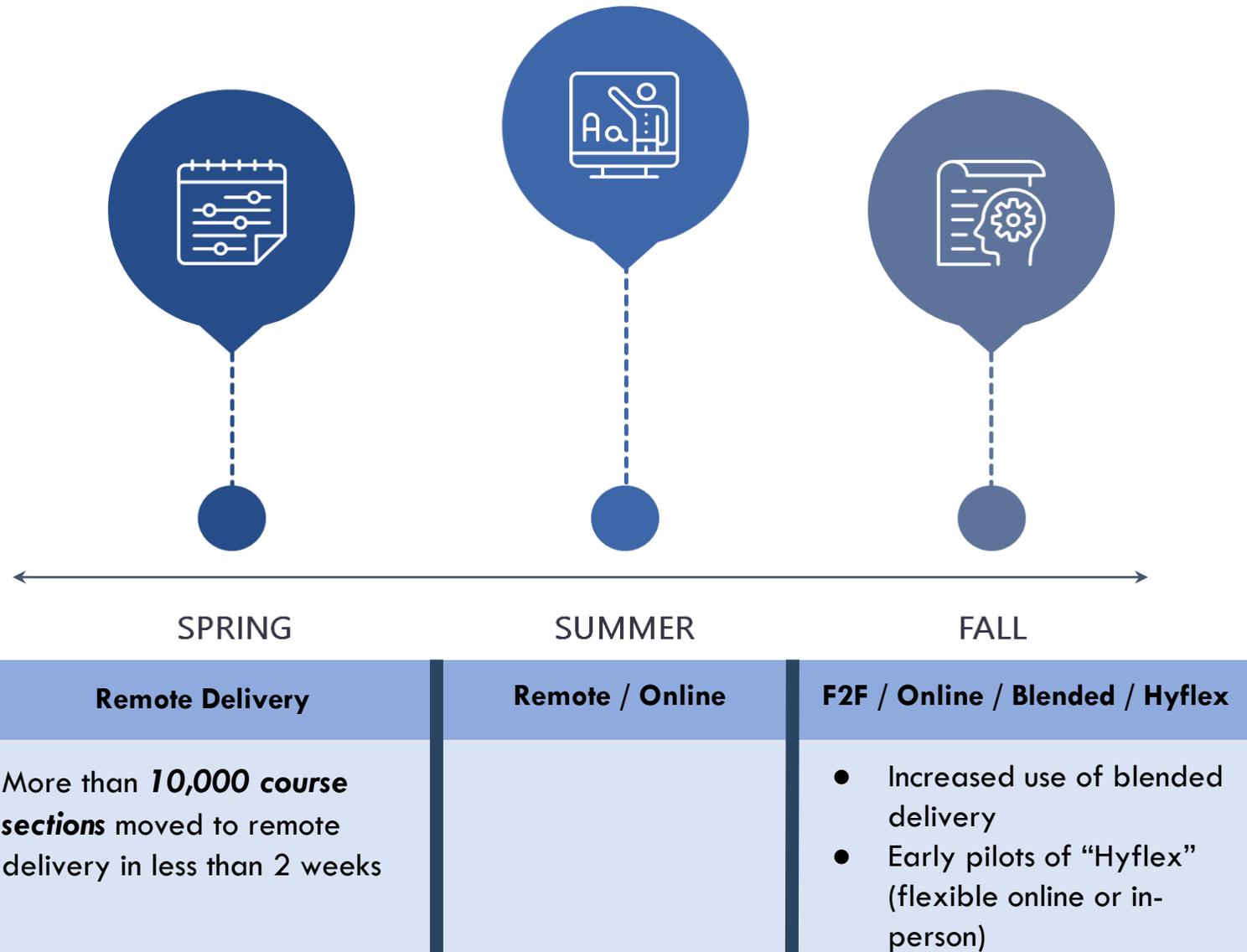


Most E-learning teams in the MUS support all type of courses not just online courses.



**What has course development looked like during the pandemic?**





## CROSS-CUTTING EFFORTS

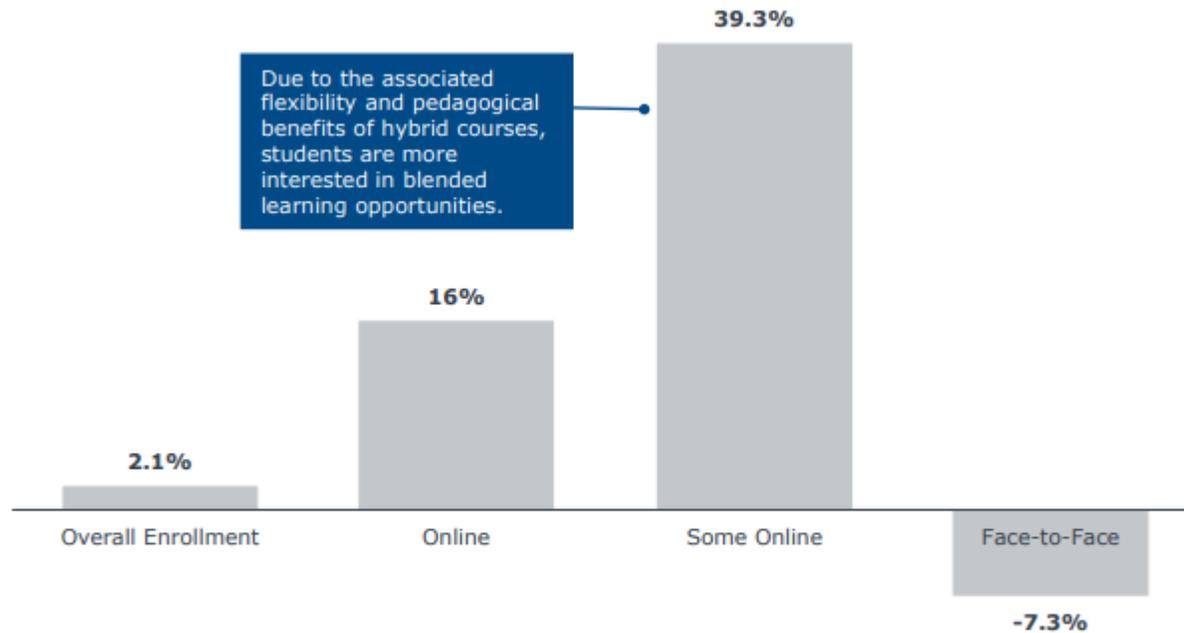
- Adapting student services to remote delivery (mental health support, advising, tutoring)
- Ensuring students have access to technology (broadband access, computers, webcams)
- Helping faculty adapt assessments and ensure courses are accessible

**Nationally and in Montana, online is becoming a bigger part of what higher education does.**



## Enrollment in Online and Hybrid Courses and Programs Continues to Grow

Percentage change in student enrollment at four-year, degree-granting institutions, 2012-2016



These data suggest that not only are more students learning exclusively online, but even students in traditional face-to-face programs are becoming more exposed to online and hybrid learning. This points to a shift in student preferences for increasingly flexible learning opportunities and also demonstrates the spread of technology-facilitated courses.

	 <b>Multimodal Undergraduates</b> <i>Opting for Convenience and Enrichment</i>	 <b>Graduate and Professional Students</b> <i>Investing in Career Advancement</i>	 <b>Adult Degree Completers</b> <i>Looking for Fast, Flexible Degrees</i>
<b>Goals and Motivations</b>	<ul style="list-style-type: none"> <li>• On-Time Graduation</li> <li>• Curricular Exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Promotion</li> <li>• Career Change</li> </ul>	<ul style="list-style-type: none"> <li>• On-Time Graduation</li> <li>• Curricular Exploration</li> </ul>
<b>Selection Process</b>	<ul style="list-style-type: none"> <li>• Location</li> <li>• Reputation</li> <li>• Cost</li> </ul>	<ul style="list-style-type: none"> <li>• "Search and Shop"</li> <li>• Reputation in Industry</li> </ul>	<ul style="list-style-type: none"> <li>• "Search and Shop"</li> <li>• Cost</li> <li>• Convenience</li> </ul>



**Global Campus**



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## University of Arizona acquires Ashford University

# The Montana Landscape

**22%**

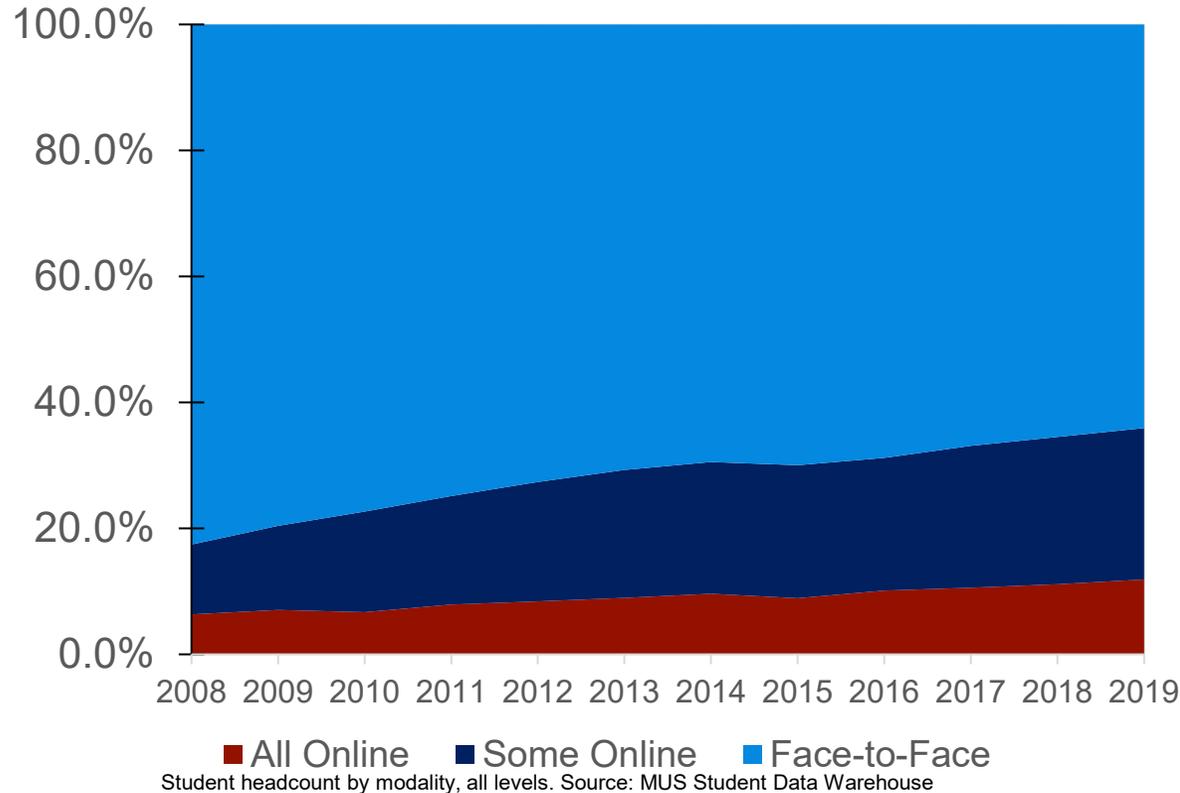
of non-traditional age MUS students are fully online

**15%**

of working MUS students are fully online

**23%**

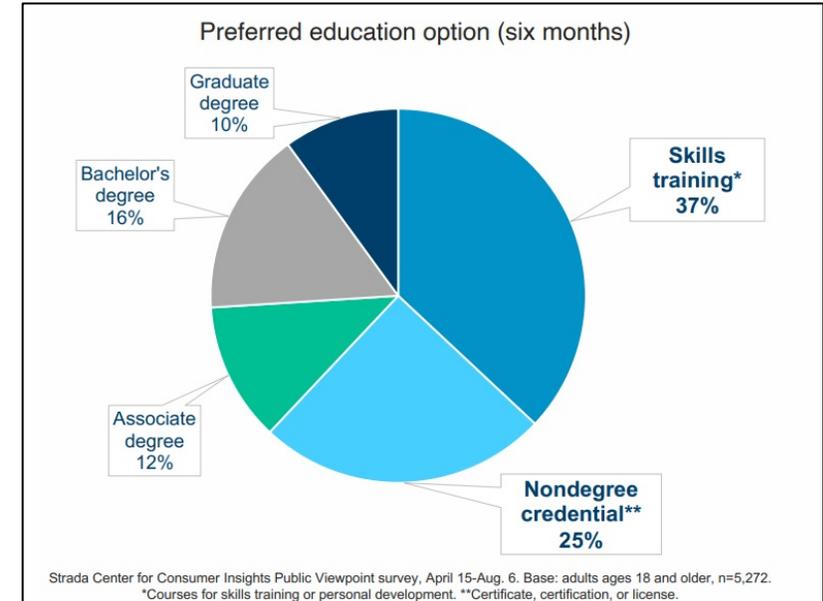
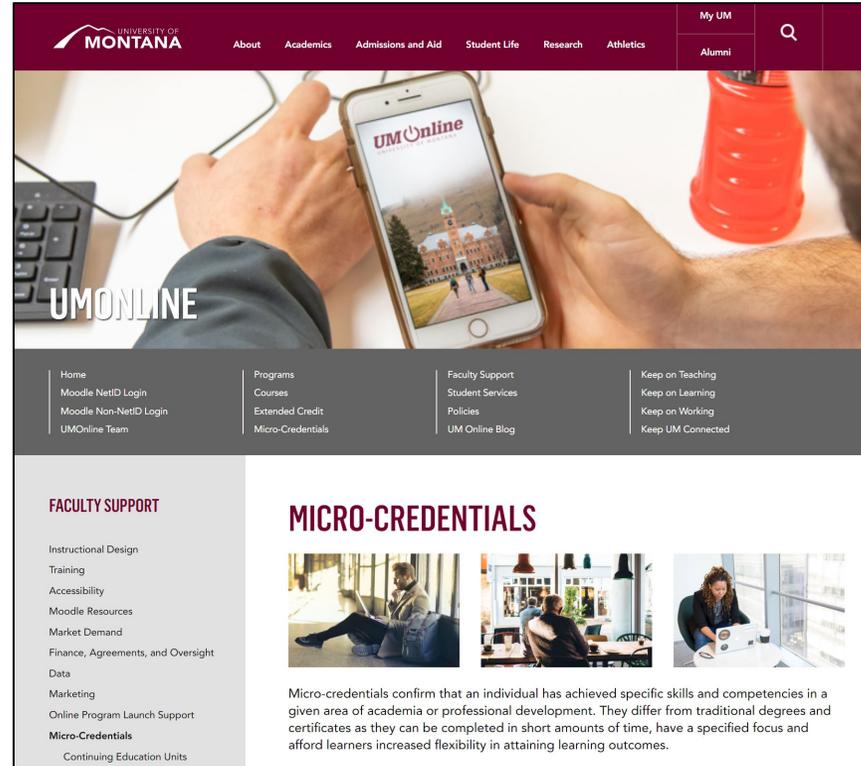
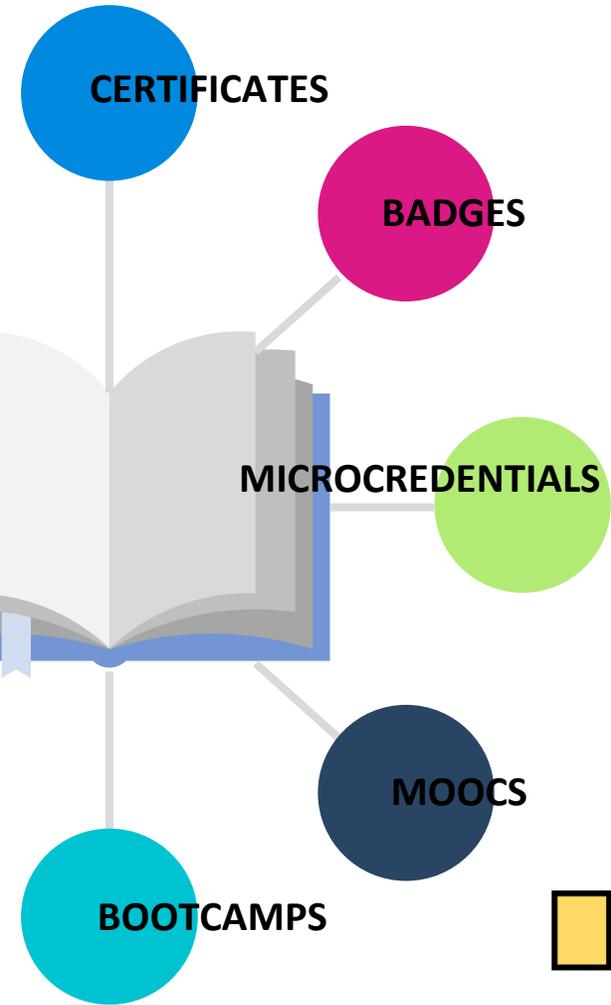
of MUS graduate students are fully online



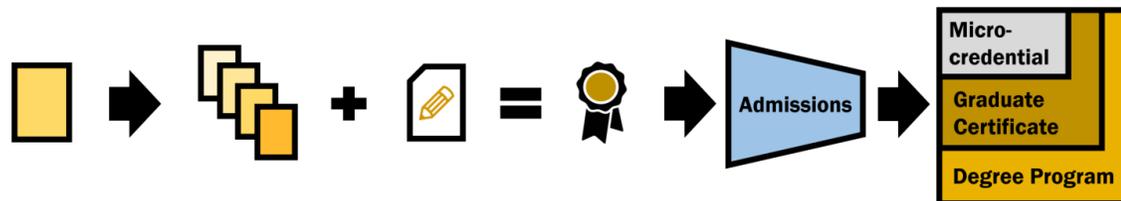
More than **5000** Montana residents enroll online at out-of-state institutions each year

Institution Name	State	Montana Residents Enrolled Online AY2018-19
Western Governors University	UT	686
University of Phoenix	AZ	285
Southern New Hampshire University	NH	262
Grand Canyon University	AZ	207
Park University	MO	199
University of Mary	ND	196
American Public University System	WV	185
Liberty University	VA	173
Colorado Technical University	CO	139
Penn Foster College	AZ	137
Ashworth College	GA	125
Capella University	MN	120
Arizona State University	AZ	109
Purdue University Global, Inc.	IN	100
Excelsior College	NY	100
OTHER CAMPUSES		2,402
<b>TOTAL</b>		<b>5,425</b>

Source: NC-SARA, 2019 Enrollment Report



“One in five Americans has said they plan to enroll in an education program in the next six months, according to Strada's Public Viewpoint survey on COVID-19's impact on adults' work and education.”



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**Alternative Credentials on the Rise**



# Quality Online Instruction is Central to Montana's Access Goals

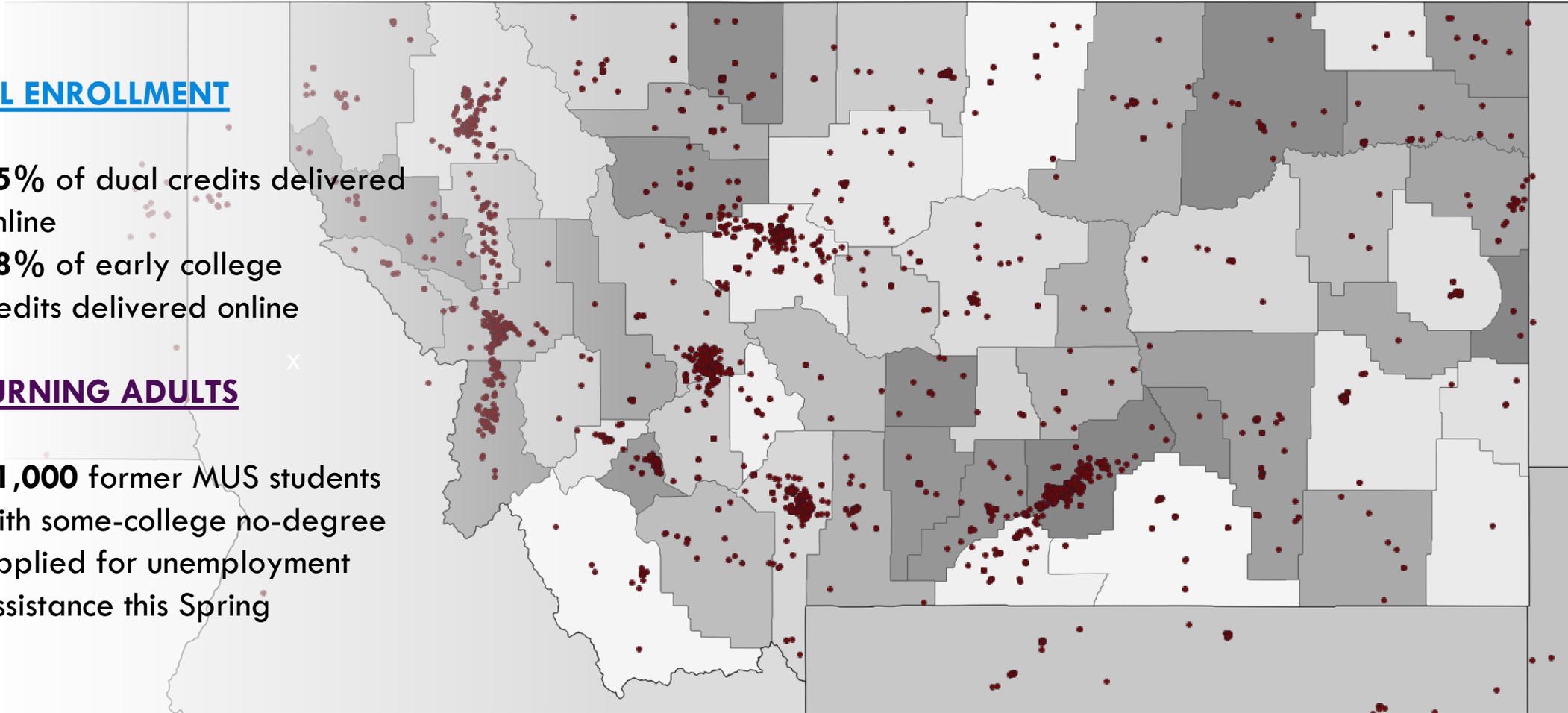


## DUAL ENROLLMENT

- ❖ 15% of dual credits delivered online
- ❖ 48% of early college credits delivered online

## RETURNING ADULTS

- ❖ 11,000 former MUS students with some-college no-degree applied for unemployment assistance this Spring

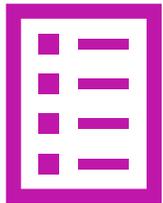


## collaboration and cross-registration could add substantial value



### FULL CLASSROOMS

Under-enrolled courses can be opened to other MUS institutions, making it more likely that seats are full.



### MORE OPTIONS

Small institutions can give their students more options by leveraging course offerings across the MUS.



### MORE PROGRAMS

Hub and spoke program collaborations can make costly programs that require face-to-face or lab learning viable at small campuses.



## Distributed Meat Processing Certificate

- \$117k grant from Montana Department of Agriculture
- Partnership between MCC, Montana Farm Bureau, and the Montana Meat Processors Association
- Students take lectures remotely and do practicals at partner meat processing facilities around the state



## OneMSU Workforce Consortium

- Collaboration to more sustainably provide in-demand, high-cost workforce programs in Bozeman, Great Falls and Billings.
- Currently working to collaboratively offer surgical technology and respiratory therapy at all three locations
- Plans to expand to other key allied health fields, including Phlebotomy, Medical Laboratory Technology, and Ultrasound Tech.



## UM / Quottly Cross-Registration Pilot

- Partnership among UM and affiliates to pilot a platform for seamless cross-registration
- Would allow students to enroll in the full slate of online offerings from the larger consortium
- If successful, opportunities to scale to other MUS institutions

## **STRATEGY #1**

Invest in people, training, and equipment

## **STRATEGY #2**

Adapt student supports to serve online students

## **STRATEGY #3**

Improve our use of data so that online offerings respond to state needs

## **STRATEGY #4**

Pilot new models for collaborative online course/program development, delivery, and marketing



# Really why this matters:

“My goal was to complete my degree while continuing to work full time and still have time to support my family. ***The MSU-Billings program allowed me to reach this goal.*** The combination of face-to-face and online classes made it easier for me to support my five foster children, work full-time, and complete college assignments.”

-Dustin Toth, LCPC candidate, MSU-Billings

“People kept telling me you have to get your RN or your LPN, and I’d say, ‘No, because ***I have to move and that’s not an option for us.*** I’m not going to move away from my husband, and I have to take care of my son.”

Susan Haag of Malta, 60  
Spring 2020 LPN graduate, Great Falls College online LPN program

“As a single working mother ... the online program seemed to fit best with my hectic life.”

Shanna Stanley, Liberal Studies B.S. graduate,  
MSU-Bozeman

**UM-Western’s distance early childhood program helps place-bound students in teacher-shortage areas get their degree. This past year, due to a teacher shortage, a Western student working as a paraprofessional in Lame Deer Public Schools was asked to serve as a classroom teacher a year before her degree was finished. During COVID 19, this teacher completed a supervised internship with her own classroom of students and graduated with her Bachelor of Science in Pre-K to Third Grade. *She is now fully employed as a third-grade teacher for Lame Deer Public Schools.***