A Digital Education Continuum

Purdue for Life

• Enabling Infrastructure • Empowering Innovation • Expanding Impact

DRAFT

Purdue University
West Lafayette, Indiana

Action Plan: 2016-2019

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MISSION

**Infusion**

*Infuse digital technology in teaching with pedagogies that expand high quality educational opportunities for a wide range of learners.*

**Key Characteristics:**

- A broad footprint of digital education that addresses the learning needs of Purdue students and alumni, as well as targeted populations around the nation and the world, serving in the contemporary spirit of the land-grant mission.

- Widespread synchronous and asynchronous learning permitting flexibility of access and opportunity, with a variety of digital pedagogies and uncompromised quality of learning outcomes.

- An engaged faculty working in concert with a campus-wide network of digital education experts to ensure seamless learning experiences, scalable for increasing reach to larger and more diverse audiences that have a wide array of learning needs and cultures.

- A demonstrably effective and efficient digital learning infrastructure—an enterprise marked by creativity, reliability, durability, and institutional as well as audience affordability to assure long-term sustainability, with consistency in student learning success.

VISION

**A Digital Education Continuum: Purdue for Life**

*Achieve distinction in providing a rich portfolio of digital teaching and learning—a continuum of low-to-high infusion of evidence- and research-based digital pedagogies—engaging PK-12, university, and lifelong learners.*

**Key Characteristics:**

- A rich continuum of low-to-high infusion of digital education with exceptional quality that increasingly complements traditional teaching and learning outcomes—a distinctive Purdue brand of enabled holistic integration of research-based pedagogies.

- Exceptional learning opportunities that add value, that are based on the latest subject knowledge and digital technology, and that are provided by empowered and engaged faculty experts who attract new audiences on- and off-campus.

- Outstanding flexibility that accommodates the learning needs of diverse populations, supported by ubiquitous access to expanded learning opportunities—as an integral part of Purdue’s distinctive approach to digital education.

- Sophisticated analytics that allow formative and summative assessment of multiple dimensions of educational quality as the basis for continuous improvement of Purdue’s presence in and impact on the world’s digital education endeavors.
GOALS

**Goal-1: Enabling Infrastructure**

Enable faculty, staff, students, alumni, and other stakeholders to engage in a continuum of holistically integrated evidence- and research-based digital education opportunities.

**Key Characteristics:**

- A broad spectrum of resources (human, technical, knowledge, training, skills, and facilities) and a well-organized and coordinated infrastructure that enables all constituencies to access and advance digital education.
- Academic and support units determining their own contributions to advancing digital education.
- Continuous coordinated development and upgrading of digital technologies to meet evolving institution-wide expectations with durability, scalability, and sustainability in ways that address access and affordability.
- Robust experimentation and research on digital pedagogies that advance new approaches to digital education contributing to Purdue’s growing reach, impact, and distinction.

**Goal-2: Empowering Innovation**

Empower the teaching and learning communities to innovate and advance knowledge and skills of exceptional value and utility in digital education.

**Key Characteristics:**

- Encouraging innovation with support and rewards to explore new pedagogical options as well as opportunities to advance expertise in digital education.
- Promoting the development of a rich continuum of low-to-high infusion of digital pedagogies, customized for discipline and audience needs, that result in uncompromised quality of learning outcomes.
- A coordinated capacity for digital accessibility for faculty seeking consultations, and students seeking interactions and feedback.
- An engaged faculty and staff digital education community that fosters creativity, novel ideas, and collaborative approaches to grow Purdue’s digital education enterprise.

**Goal-3: Expanding Impact**

Expand the global impact of outstanding digital education opportunities for diverse audience needs with engagement flexibility and ubiquitous access.

**Key Characteristics:**

- Growing Purdue’s worldwide digital education endeavors catering to targeted audience groups as well as providing a range of open educational resources.
- A continuum of digital education options including formal coursework, flexible learning experiences, and certificate and degree programs.
- Tailored flexible digital education opportunities and products that provide ubiquitous access, and that address focused industry and non-industry clientele to sustain growth and nurture collaborations.
- An unprecedented level of accomplishments in the enhancement of lifelong learning so that ‘Purdue for Life’ becomes a mark of excellence and distinction acknowledged worldwide.
A Digital Education Continuum: Purdue for Life

**PLAN CONCEPT**

**ENABLING INFRASTRUCTURE**
- Infrastructure to Support the Digital Education Community
- Infusion of Digital Education at Multiple Levels
- Coordinated Single Gateway for Communication and Resources
- Ubiquitous Access

**EMPOWERING INNOVATION**
- Robust Spectrum of Resources: HR/Tech/Training/Organization/Finance
- Pedagogical Innovation/Exploration
- Bold Research and Experimentation
- Engaged Faculty and Staff with Collaboration

**ENHANCING IMPACT**
- Continuum of Learners
- Formal Coursework/Certificates/Degrees
- Worldwide Acknowledgement of Distinction
- Outstanding Flexible Learning Opportunities

**Purdue University**
Action Plan for Digital Education: 2016-2019
ACTION PLAN

The three Goals defined in this plan—Enable, Empower, and Enhance—are intrinsically intersecting and interdependent. Thus the Action Steps associated with these Goals are described together as a group, as are the Key Metrics that measure progress and impact of the Action Steps.

The Actions and Metrics are identified in general terms here; Once the final plan is completed then detailed Implementation Plans will be developed for each Action, and the Metrics will be developed further to provide specific definitions, data acquisition methods and standards, and reporting guidelines.

Key Actions

1. Launch an integrated support program for digital education (DE)
   - Inventory available DE tools, services, and human capital, as the basis for a needs analysis focused on growing a large-scale and integrated support infrastructure for DE that includes:
     • Instructional technologists, instructional designers, compliance and assessment specialists, DE pedagogy researchers.
     • A coordinated center for supporting digital accessibility needs.
     • A robust DE platform, and templates to provide a familiar and consistent environment for instructors and learners.
     • A central repository of resources that facilitate best practice sharing and tool use development, including training for on-line learners and teachers.
     • A ‘24/7’ customer service help-line for constituents, serving teaching/learning communities.
     • Ongoing assessment and evaluation to inform program improvement, innovative pedagogical research, resource utilization, and future investments.
     • A responsible and responsive organizational structure that enables DE activities with creativity, agility, and effective and efficient coordination.
   - Scale this support program to meet the needs of online programs at least to twice the current level during the planning period, and encourage departments to use this program to pursue goals in DE that they define.
   - Develop a DE budget model that allows faculty and departments to benefit from launching and growing programs that they have decided strategically are a good investment for their unit.

2. Create a central portal for digital education (DE) at Purdue University
   - Restructure http://online.purdue.edu to be a comprehensive single gateway to all aspects of DE at Purdue, including:
     • Opportunities for learners (training, MOOCs, certificates, degrees).
     • A one-stop shop for resources and training for instructors.
     • A showcase to highlight evidence- and research-based best practices.
     • Resources and incentives for DE research, DE teaching/learning, and the DE community.
3. **Support growth of an empowered university-wide digital education (DE) community.**

   - Cultivate a community for digital education across the university (and within units) to encourage mentoring, sharing tools, and mutual support. Include a TLT conference. Potential community foci include:
     - Research on innovations and inventions in DE.
     - Scholarship of DE.
     - College- and discipline-specific DE.
     - Development and testing of DE Tools.

   This will involve creation of DE Fellows in each college and facilitation by an agile organizational structure as well as resources matched to growing DE community needs.

4. **Provide university/college awards/recognition in digital education (DE).**

   - Develop a set of innovative incentives and awards for the scholarly engagement and delivery of digital education, and review and update these awards annually. Such awards could be used as evidence of accomplishment in annual evaluations and career advancement (e.g., P&T). Examples might include:
     - DE ‘Newbie’ awards.
     - DE affordability award, for innovations that increase the impact of DE expenditures.
     - Student awards for DE innovation.
     - Quality in online instruction awards.
     - Scholarship and development of DE awards.
     - DE innovation grants (e.g. action research using particular digital education tools/ pedagogies in classroom).
     - Student centered innovation and delivery awards (based on ideas to improve practices).
     - Recognition for courses that meet QM or other recognized quality standards.

5. **Create college-level digital education (DE) teams.**

   - College teams will include (1) DE Fellows (to coordinate and share resources across colleges, to share discipline-specific resources, and be the go-to person when faculty are looking for support and resources), (2) Instructional Designers assigned to focus on particular colleges/departments, and to provide coordination with local IT.

6. **“Purdue for Life” – through digital education (DE)**

   - Perform a DE market and needs assessment and then launch a new brand based on the “Purdue for Life” theme, initially focusing on the most viable programs identified by the assessment.

   - Building on current offerings, construct a diverse and comprehensive portfolio of DE educational opportunities that can be accessed each time a person has new learning goals – alumni (degrees, certificates, corporate training programs, interests, NeXT, badges), current students (online courses, training programs, certificates), and future students (MOOCs, prep courses, dual credit).

   - Include integration of non-credit bearing opportunities to allow individuals to take ‘Purdue for Life’ online course/modules/badges in a way that is responsive to their personal needs and that can be knit together to form a basis of a Purdue degree/certification, etc. if desired.
Invite and support every department to develop an intro MOOC (with DE badge) that is a module within an existing introductory course, so that the global audience (including potential new students and alumni) can interact with Purdue students in learning and discussions, and so that Purdue students can interact with the wide range of perspectives of a global community.

Include a recurring ‘seminar’ course that is available ~6 months-to-one year after graduation for every commencement group to continue the Purdue connection, build community, gather input about potential needs, and make alumni aware of available DE program offerings.

**Key Metrics:** $[I]=$Input  $[T]=$Throughput  $[O]=$Output  Note: “Dashboard” Metrics are highlighted

All of these metrics are important measures of the successful implementation of the Action Plan. However, a selected set of Output metrics $[O]$ will serve as a ‘Dashboard’ of the most critical metrics to gauge the pulse of the growth, quality, currency, and impact of Purdue’s innovative DE enterprise locally, nationally, and globally.

Annual assessments addressing:

- Awareness of resources available. $[I]$
- Market/needs assessment for DE programs and services with periodic updates. $[I]$
- Client utilization/satisfaction of currency in DE tools, services, instructional designers, and other DE expertise (relative to demand) via questionnaires and reports. $[T/O]$
- Active DE community units in colleges (80% of colleges with this unit in place by 2018, and 100% by 2021), with level and scope of participation by departments/colleges. $[T]$
- Faculty, staff, and student use of DE support (number of consultative contacts, number of courses impacted, number of students served). $[T]$
- Impact of incentives for effective innovation and expansion of DE initiatives. $[I/T]$
- DE infusion into courses (increase by at least 10% each year). $[O]$
- Inventory of DE continuum of offerings. $[O]$
- Growth of DE continuum based on geographic reach, audiences served, number and types of DE opportunities offered, and outcomes achieved including completion rates. $[O]$
- Impact on stakeholder’s perception of DE learning, engagement, and retention. $[O]$
- Impact on student learning (e.g., quality, completions/time taken, value). $[O]$
- Number and types of scholarly assets around the use of DE. $[O]$
- Number and types of university/college awards/recognition, as well as external ones. $[O]$
- Number of grant applications, awards, and award amounts. $[O]$
- Number of DE Fellows added annually. $[O]$
- Effectiveness and efficiency of DE organizational structure. $[T]$
- ‘Fit-gap’ analysis of organizational structure compared to DE community needs. $[T]$
- Evaluation of constructive use of the DE budget model. $[T]$