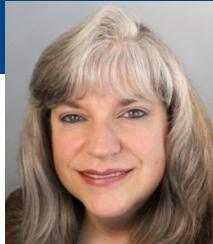


2020 SUNY ONLINE ANNUAL IMPACT REPORT





2020 has been a year of unprecedented change and one that has challenged all of us in ways we could not have anticipated. Online education has been central to SUNY's ability to ensure academic continuity for students and faculty throughout the COVID-19 pandemic. As a System we were fortunate to be able to draw on SUNY's strength and more than 25 years of experience in online education to support the immediate pivots to remote instruction and remote work.

Throughout the pandemic we have also made great progress in advancing the SUNY Online Degrees at Scale initiative while continuing to support campus online education efforts. Many of the metrics we use to measure growth and quantify our impact are based on academic year or fall term data. This report includes data for the 2019-2020 academic year and the Fall 2019 term. Some of the metrics will be representative of the impact of the pivot to remote instruction due to COVID-19, but not all. All measures show continued increases in online education across SUNY.

2020 also marked the completion of the pilot for the SUNY Online Degrees at Scale initiative, which was launched with the goal to attract, recruit, and enroll more 100% online, adult learners in a targeted set of online programs structured into curricular pathways that meet both student demand and workforce development/labor market needs. Several significant milestones were achieved, including:

- **Identification of 22 programs from 11 campuses, structured into 6 career pathways with entry points at the associates, bachelor's, and master's level**
- **Targeted digital media promotion campaign that generated record numbers of inquiries for online programs**
- **Establishment of recruitment operations optimized for the adult learner, online market**
- **New centrally provided support models for online students and online faculty**
- **New instructional models for program and course design at scale**
- **Partial establishment of a centrally provided set of IT solutions to support recruitment, online course delivery, student success, and delivery of 113 courses in the SUNY Online LMS with a common course template to more than 500 new students**
- **As we look to serve more students globally, we achieved for the first time the milestone of more than 500,000 learners worldwide in 37 MOOCs (Massive Open Online Courses).**

Over the past year all SUNY campuses were engaged in some form of remote instruction, balancing that with traditional online, face-to-face, Hybrid, and Hyflex courses to maintain academic continuity with social distancing requirements. Over the course of the year, the SUNY Online team and SUNY campuses stood up new services, expanded existing services and online delivery infrastructure, and worked together in many ways to support both students and faculty. Some of the dramatic changes include:

- **The number of SUNY students taking one or more online course increased from ~200,000 to more than 400,000**
- **The percentage of SUNY faculty teaching one or more online course increased from ~10% to almost 100%**
- **The number of courses delivered in some form of online or remote instruction increased from ~24,000 annually to more than 100,000 in the 2020 calendar year**

I am pleased to be able to share this impact report with our community, campus champions, and stakeholders, and to highlight the impact of Online Education across SUNY over the past year. As we look to the next year, and what we have all learned throughout this pandemic year, we know that online education and the innovations coming out of the past year will serve all of us in our work to expand access to a SUNY education for more students.

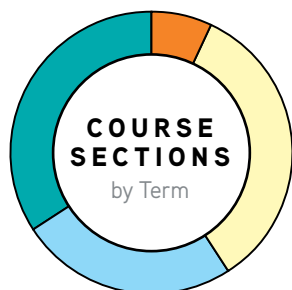
Kim A. Scalzo
Executive Director of SUNY Online



ONLINE COURSES

ALL
campuses
offer online
courses

25,900
online course sections
in 2019-20 AY



● 24% Summer 2019 ● 33% Fall 2019
● 7% Winter 2020 ● 35% Spring 2020

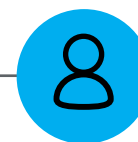


ONLINE PROGRAMS

657¹
online programs

48
campuses were
advertized on
open.suny.edu

120
Signature
Programs
formally known as
Open SUNY+



FALL 2019 ENROLLMENT

68,500
students took
some, but not all
online courses
+9.2% increase from Fall 2018

27,960
students took
exclusively
online courses
+3.8% increase from Fall 2018

220,103²
students took *at least one* online
course in 2019-2020
+13.6% increase from 2018-19

1,381,761³
course enrollments
in MOOCs via
Coursera



FACULTY

4,612
faculty taught *at least one*
course online in Fall 2019

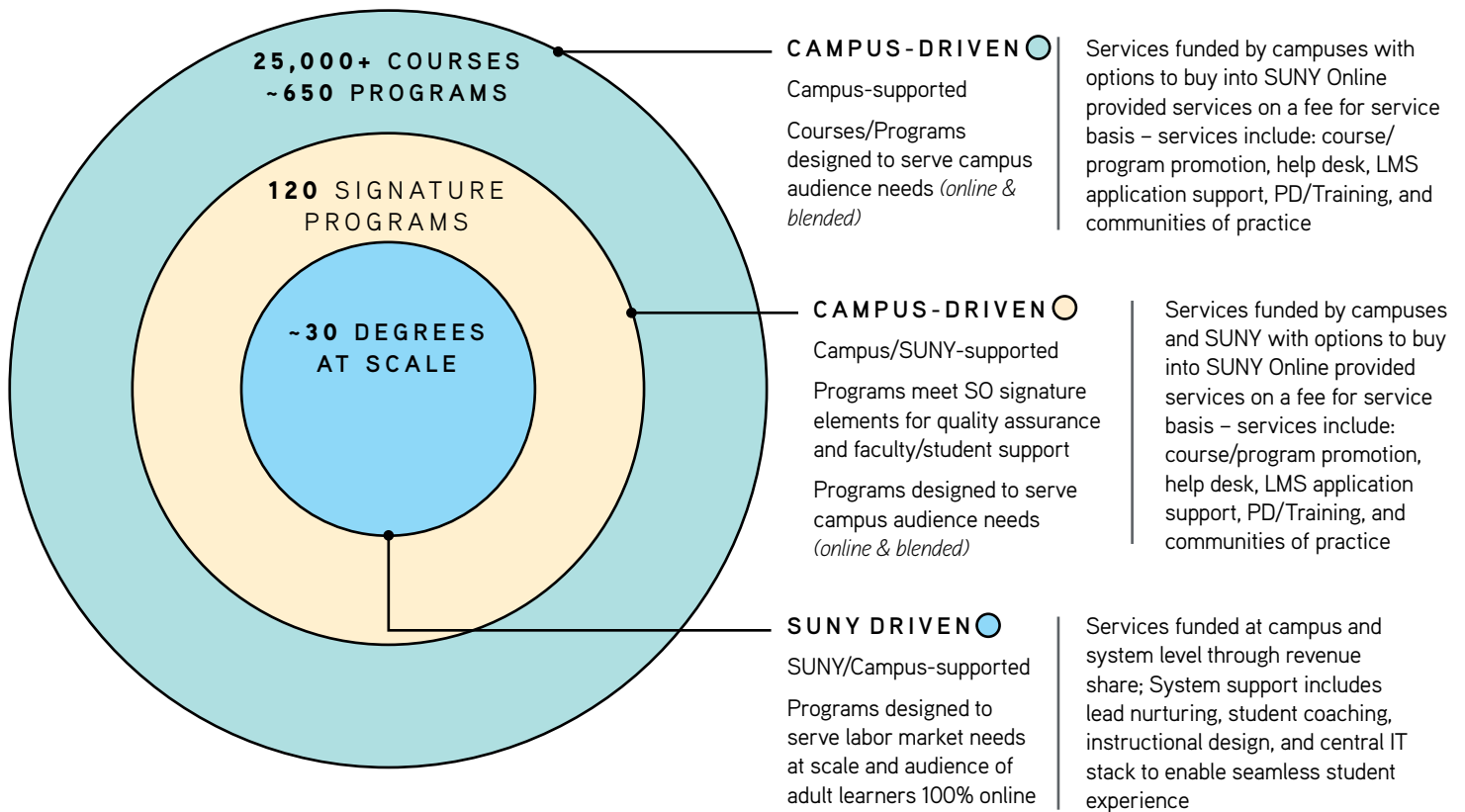
(14.2% of total faculty) +5.7% increase from Fall 2018

¹ Online programs data as of December 2020. See online.suny.edu for current listings

² Includes Summer 2020 data, which was online due to COVID-19

³ Cumulative Coursera data as of December 2020

> OVERVIEW OF SUNY ONLINE



Campus Supported Programs

> STUDENT SUPPORTS

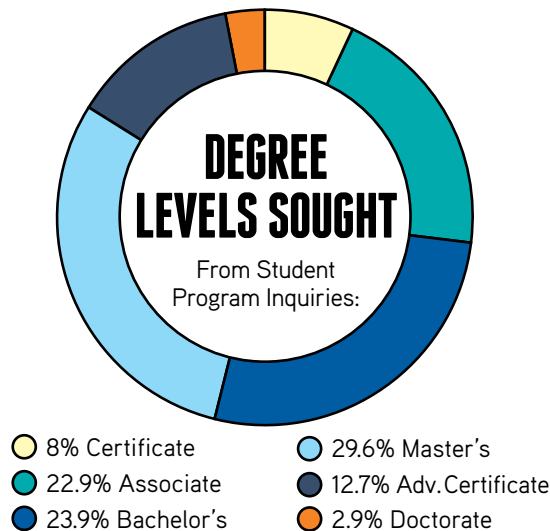
The **SUNY Online HelpDesk** received 21,356 tickets from students this year.⁴

“The person who helped me took his time to explain what went wrong and stayed on the line, giving me detailed instructions as I clicked to a solution. He did not make me feel hopelessly ignorant. I hope that if I ever need to call again, that I meet up with someone who can help me as well.”

—SUNY Student, HelpDesk Survey

“I was extremely satisfied with the swift response to my issue. Very friendly and superb customer service! :-)” —SUNY Student, HelpDesk Survey

35,533 student **program inquiries** were sent through the SUNY Online program navigator site.⁵



In 2019-20, 32 campuses were part of the **SUNY Early Alerts** Community of Practice. On average, about 30-40 individuals attend the monthly project meetings.

“Starfish really did help [me] gain more confidence. That little push is exactly what we college students need! Keep giving us these reminders to reach our goals and highest potential.” —SUNY Student

“I can reach out to the student’s success network and advise or be advised by them on the student. I think it is helpful to have a group of people with different skillsets looking out for the students.” —SUNY Faculty Member

During the 2019-2020 academic year, **concierge** meetings took place from September through February. Topics covered included professional development courses for the concierge community, mental health counseling services for online students, writing services, the campus concierge certificate program, and a student panel. These meetings took a brief hiatus for the remainder of the spring-summer terms, as campuses addressed a sudden move to remote learning due to the COVID-19 pandemic.

COVID-19 Response

During the Spring 2020 semester, SUNY Staff held **virtual student support drop-in hours** to answer any questions that students had, provide updates, connect them with resources, or just lend some support and provide a place to share experiences. From March 2020 - May 2020, SUNY staff served 249 students from 35 different campuses.

During the Spring 2020 semester, the **SUNY Online HelpDesk** offered technical support to students across SUNY— including campuses that they are not contracted to offer support to.

SUNY System Administration’s Office of Institutional Research and Data Analytics administered a **survey** from May-July 2020, asking students a series of questions about the shift

from in-person to remote learning due to COVID-19. Over 63,000 students completed it. 75% of students reported being satisfied with their campus’s response to the COVID-19 pandemic in general.

Access to the **SUNY Online Student Success Inventory (SOSSI)** was expanded during the summer of 2020, and many EOP programs used it for the first time.

⁴ HelpDesk data August 1, 2019 to July 31, 2020

⁵ Navigator leads data as of August 1, 2019 to July 31, 2020

> FACULTY SUPPORTS

OSCQR.suny.edu is where you can find up-to-date OSCQR-related information. It can be used as a stand-alone informational website, but is intended to be used in conjunction with the OSCQR Course Quality Rubric as a resource to provide more in-depth explanations of each standard, provide ideas and examples of how to address each standard, to provide citations and information that support each standard, and to facilitate additional contributions crowd-sourced from the users of OSCQR. The website had 21,781 users throughout the year.⁶

More information about OSCQR can be found in the links below.

- > [OSCQR Implementation](#)
- > [OSCQR-Related Research](#)
- > [Community-Generated Resources](#)
- > [eLiterate's Online Course Design Rubrics Comparison](#)
- > [Tea for Teaching Podcast with Alexandra Pickett: Effective Online Teaching Practices](#)

Through SUNY Online's partnership with OLC, the OSCQR Course Quality Rubric has been downloaded 6,432 times.

OLC Innovate Invited workshop: Designing, Implementing, And Scaling An Online Course Quality Review And Refresh Process With OSCQR (11/19/2019)

33 Individuals across 31 institutions attended this workshop.

"A great way to systematically enhance online course design and student engagement."

—Feedback from Workshop Participant

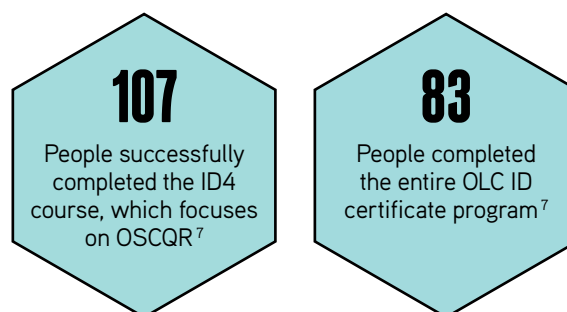
OLC Accelerate Invited workshop: Designing, Implementing, & Scaling an Online Course Quality Review & Refresh Process with OSCQR (6/12/2020)

15 individuals across 13 institutions attended this workshop.

"The resources provided with this session are phenomenal! I looked at this as a highly vetted set of standards...SUNY is amazing for sharing all this work with everyone!"

—Feedback from Workshop Participant

From August 2019-July 2020, there were 401 registrations for the courses in the **OLC adaption of SUNY Online's Online Instructional Designer (ID) Certificate program**. The partnership and adoption of OSCQR and our ID training provides significant and high-level national and international visibility for SUNY, demonstrates SUNY Online's leadership in online learning and instructional design, and has assisted us to professionalize the role of the online instructional designer at SUNY with this national professional certification.



An OLC partnership with WeLearn has made OSCQR training and rubric **available in Spanish**.

Interested in Teaching Online? is an openly-licensed self-paced online [resource](#) that is free of charge and open now to anyone interested in learning more about online teaching and learning. The website had 4,059 users throughout the year, with 11% of users from outside the United States.⁸

⁶ Based on Google Analytics from August 2019-July 2020

⁷ Data from August 2019-July 2020

⁸ Based on Google Analytics from August 2019 to the end of July 2020

The **Faculty Readiness resource** is a self-paced set of inventories and resources that provide the opportunity for faculty interested in teaching online to self-assess on the prerequisite technical skills necessary to be successful teaching online. Additionally, video resources and example online courses address common skepticism, assumptions, and misconceptions regarding online learning.

The **SUNY Online Teaching YouTube channel** contains videos about OSCQR, highlights from the SUNY Online Summit, and recorded content from other workshops and awards. During 2019-20 all of the videos on the SUNY Online Teaching YouTube channel have been tagged, openly licensed, and closed captioned.

- This channel has 454 current subscribers, which is an increase of 227 since last year.

The 2020 **SUNY Online Summit** was held February 26th -28th at the SUNY Global Center in New York City. There were 131 attendees from over 40 SUNY campuses; 10 non-SUNY institutions/organizations. Session recordings can be viewed [online](#).

On average, 31 individuals participated in the monthly **SUNY Online Teaching Community Call**.

From August 2019-July 2020, there were 8 sessions of the **SUNY Online Teaching Monthly Webinar Series**. On average, 44 people attended each session.

In November 2019, SUNY Online hosted 9 virtual sessions for **National Distance Learning Week**. On average, there were 15 attendees at each session. Recordings can be found on the SUNY Online Teaching YouTube channel.

In March 2020, 8 sessions were held for **Open Education Week**. On average, 14 people attended each session.

83 new subscribers, signed up for the **Online Teaching Gazette** this year, for a total circulation of 608 people.

34 people from 17 campuses were selected to be the 2020 **SUNY Online Ambassadors**.

[SUNY Online Badges](#) migrated from Credly to Aclaim.

The **SUNY Online HelpDesk** received 20,870 tickets from faculty/staff this year⁴

“Working with SUNY has always been a great experience. Everyone is nice, professional and totally knowledgeable about Blackboard. I could not teach without them!!!”

—SUNY Faculty Member, HelpDesk Survey

“[HelpDesk Employee] was great! She helped me with my problem and should I need more assistance she encouraged me to contact support services again telling me the hours of operation. More importantly, her attitude was great. She didn’t make me feel technologically stupid!”

—SUNY Faculty Member, HelpDesk Survey

Research: During the Fall 2019 semester, SUNY Online staff worked collaboratively with campus representatives to create a survey of online students. The survey focused on several topics—including intent to study online, perceptions of online classes, student experiences interacting with peers and instructors in online classes, access to student services, and use of technology when completing online coursework. Survey responses were going to be collected using the new SUNY survey tool, but data collection was put on hold due to course modality changes stemming from the COVID-19 pandemic.

Campus Funding (IITG): There were 117 Innovative Instruction Technology Grant Program proposal submissions for 2020-21 (*53 Tier 1, 41 Tier 2, and 23 Tier 3*). Unfortunately, we were unable to fund any of these projects because of the New York State budget crisis caused by the COVID-19 pandemic. The status of the program for 2021-22 is unknown at this time.

FACT2 Council has organized two task groups. The charge of the first group, Examining Pedagogy and Learning in Online Domains, is to make recommendations to the SUNY community regarding best practices in online pedagogy with goals of incorporating perspectives of faculty/staff deeply involved in online learning across the system to increase access to quality and affordable education, increase student satisfaction with online learning to position SUNY as a leader in emerging pedagogy. More specifically, this task group is examining tools, instructional design and delivery models, and

online pedagogy and scalability. The second task group, Online Holistic Engagement and Student Supports, will explore and identify current models of online student engagement and propose new ways of thinking about holistically supporting and engaging online students in the remote environment. A report will be presented to the SUNY Provost and SUNY community at large, and will provide recommendations to the Provost on policies, procedures, and practices that support student engagement in online courses. Subgroups will document recommendations for optimal online student engagement in their courses, produce a summary of tools, best practices, and frameworks for faculty, instructional support staff, and student affairs professionals (i.e., campus communities), and recommend opportunities to further work in this area.



COVID-19 Response

During the Spring 2020 semester, SUNY Online staff held **emergency virtual faculty support drop-in hours** to answer any questions that faculty had, provide updates, connect them with teaching resources as they shifted their courses online, or just lend some support and provide a place to share experiences. From March 2020 - May 2020, SUNY staff served 519 faculty members from 41 different campuses.

SUNY Online staff also offered a **fee-for-service drop-in support option**. Two campuses, Columbia-Greene Community College and FIT, contracted with SUNY to offer this service to their faculty members. Drop-in services include “How to?” technical support provided by the helpdesk and “Why to?” Online Instructional Design (ID) support provided by the SUNY Online Teaching unit.

SUNY Online staff have also hosted a number of **remote training clinics** in response to instruction changes due to COVID-19. In total, 121 different workshops were hosted-- ranging from Lecturing Online: Successful Synchronous Strategies, to Reimagining Instruction to Accommodate our New Teaching Reality, to Blackboard Tips & Tricks. There were 31,851 registrations for these workshops, and 3,295 unique individuals registered to attend at least 1 workshop.

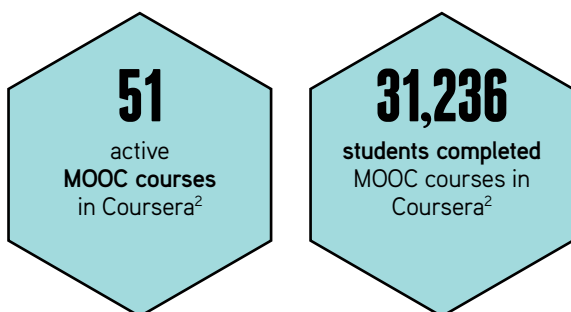
SUNY Online also hosted three sets of **week-long clinics**, which were designed to help faculty and staff adapt to online instruction. In March, Remote Teaching Clinic was held, in May Accessibility Week was held, and in June Remote Teaching Institute was offered.

During Spring 2020, the Online Teaching unit developed an openly-

licensed [Remote Teaching Checklist](#) to support faculty during the ongoing uncertainty and pivot to remote online teaching. It serves as a template of essential elements for courses being taught remotely to help newly online instructors transition from face to face instruction to online teaching and learning environments. This framework is designed to guide faculty as they consider their unique personal and disciplinary contexts, and provides a wealth of suggestions that are supplemented with curated information and resources that they can apply to their own remote instruction.

SUNY Online offers a variety of self paced/self-serve [resources](#), including **downloadable templates** that offer a quick start for good course design. Instructions and videos are also pre-populated, which can assist faculty.

> CAMPUS SUPPORTS



Ally for LMS. Most campuses have utilized Ally within their Learning Management System (LMS) (including Blackboard Learn and Moodle). Ally for LMS is an accessibility tool that allows for campuses to gain insights into the accessibility level for all courses within their LMS system, provides instructors with targeted information on how to address specific accessibility issues they have within their courses, and provides students with alternate formats for a variety of files used within the course. the accessibility level for all courses within their LMS system, provides instructors with targeted information on how to address specific accessibility in their courses, and provides students with alternate formats for a variety of files used within the course.

On average, about 35-45 individuals from 20+ campuses participated in the monthly **LMS Admin meetings**.

On average, about 30+ individuals from 15-20 campuses participated in the monthly **Ally meetings**.

The SUNY **Workplace** platform continues to grow. SUNY colleagues are able to easily network, collaborate and share knowledge through specific groups and communities of practice. The community currently has more than 700 groups and 10,000 users. Workplace also serves as an important communication conduit for COVID-19 teaching resources, SUNY-wide programming and K-12 partnerships and initiatives involving SUNY partners.

41 SUNY campuses have joined **NC-SARA**, which is a 10.8% increase from August 2019.

Institutional Readiness (IR)

- 56 campuses have expressed interest, began, or completed the Institutional Readiness process
- 19 campuses have completed the Institutional Readiness process and submitted their Implementation Plan⁹

20 **Enrollment Planning Roundtables** have been conducted¹⁰

SUNY Online shares online learning data with campuses through a series of [interactive data visualizations](#). To view the dashboards, you will need to log in to the website using SUNY federation.

SUNY Online has established **pricing agreements** with several different vendors for proctoring services, captioning and accessibility services, and more.

There are currently 38 campuses who utilize the **SUNY Online HelpDesk** for Blackboard LMS Support. For a fraction of the cost of one FTE, participating campuses receive 106 hours a week of support coverage for students, faculty, and campus staff. This is a 6 hour per week increase from last year, and includes some holiday coverage. The SUNY Online HelpDesk also helps support all 64 campuses with their Open Education Resources (OER) initiatives.

There are currently 35 campuses supported by **SUNY Online Application Services**. For the cost of 1/10th of an FTE, campuses are supported by an LMS administrator team focused on Tier 2 help ticket resolution, configuration assistance, and hosting coordination.

SUNY campuses are eligible for significant savings on **Blackboard Learn**. Campuses are also eligible for a 30% discount on associated software by contracting through SUNY Online.

The **SUNY Digital Learning Environment Request for Proposal (RFP)** was issued by the State University of New York on July 23, 2020. The RFP solicited proposals for an Online Digital Learning Environment designed to facilitate each SUNY college and university mission of teaching and learning. The RFP is the culmination of an effort produced by

⁹ Cumulative since the creation of the Institutional Readiness Process (as of August 2020)

¹⁰ Cumulative since the creation of the Enrollment Planning Roundtable (as of August 2020)

multiple SUNY campuses from University Centers, Comprehensive Colleges, Technology Colleges, and Community Colleges designed to meet the online learning and educational needs for all 64 SUNY campuses as well as the SUNY Online initiative serving adult learners in the online education market space. The RFP Team was comprised of over 30+ SUNY professionals ranging from campus faculty, instructional design professionals, information technology specialists, accessibility experts, and professional staff from SUNY's Office of Library and Information Services, and the Center for Professional Development. The RFP award is currently pending.

Through the SUNY-wide contract with Hobsons, 32 campuses currently receive a 30% discount on the **Starfish Early Alerts** platform.

In 2019 SUNY System Administration sought to coordinate efforts for a Request for Proposal (RFP) for the selection of a **Student Success Solution** for SUNY. The existing university-wide contract with Hobson's Starfish was set to expire on March 31,

2021 creating need to evaluate solutions for system-wide procurement. The sponsors of this effort wanted to ensure that a diverse representation from both the SUNY campus community as well as individuals from System Administration were involved in all aspects of procuring this solution. The assembled team included users of various student success environments from Community, Comprehensive, and Technical college sectors, as well as from University Centers. This team also included stakeholders from System Administration. All members were either Technical, Advisory, or Functional depending on role/expertise. The original timeline for the RFP anticipated an August 2020 release with invitations for vendor demonstrations occurring in November of 2020. However, the COVID-19 pandemic informed a derailment of the RFP process. To ease burden on campuses and with a keen eye on supporting students through the upheaval brought by this pandemic, SUNY System Administration pursued an emergency extension of the Hobson's Starfish contract. As the University-wide context evens out, we anticipate the RFP process will resume in 2021.

COVID-19 Response

SUNY Online launched a **COVID-19 website** on 3/22/20. This website features a variety of resources that have helped campus leaders, students, and faculty/staff, transition to learning online. Examples of resources available on this website include: tips for communicating with your professor online, tips to manage stress and anxiety, information about free and low cost internet, and information about available accessibility tools. *From 3/22/20-12/10/20 this website has amassed 70,727 page views by 22,505 visitors.*

SUNY offered **Blackboard Ally** for free to campuses during the shift to online instruction, to ensure that course materials were accessible.

In May 2020, a campus needs **survey** was distributed to Chief Academic Officers. The survey covered a range of topics related to resources and supports for faculty, staff, and students that may be needed to supplement campus efforts for Fall 2020. Completed responses were received from 40 campuses and represented all sectors. Survey responses indicated that:

- Campuses were making a significant effort to assist faculty in maintaining academic continuity, but there is variation in the support and resources available.
- Multiple campuses reported using SUNY OSCQR (course quality rubric) to support their processes.
- Campuses indicated that they were interested in university wide contracts for various technology solutions, including: online proctoring, video captioning, online tutoring, and online orientation.

Degrees at Scale

> THEMATIC AREAS

The SUNY Online Degrees at Scale initiative was piloted during AY 2019-2020. The goal for this year was to test existing systems and make plans for a full launch. Degrees at Scale programs are currently offered at the Associate, Bachelor's & Master's degree levels in 7 key thematic areas. The original programs, listed below, were given specific start dates based on readiness and feasibility. Unfortunately, not all programs progressed on schedule due to challenges with technology readiness and time constraints brought on by the COVID-19 pandemic. SUNY Online has not yet launched the Stony Brook and University at Buffalo programs.



THEMATIC AREA	ASSOCIATE	BACHELOR'S (COMPLETION)	MASTER'S
Security: Digital	<ul style="list-style-type: none"> FLCC: Networking and Cybersecurity AAS Herkimer: Cybersecurity & Digital Forensics AS 	<ul style="list-style-type: none"> Albany: Informatics BS Canton: Cybersecurity BS ESC: Security Studies BS 	<ul style="list-style-type: none"> Albany: Informatics MS
Accounting/ Business	<ul style="list-style-type: none"> MCC: Business Administration (Accounting) AS 	<ul style="list-style-type: none"> Plattsburgh: Accounting BS Oswego: Business Administration BS ESC: Management BS 	<ul style="list-style-type: none"> ESC: Business Administration MBA Oswego: Business Administration MBA
Psychology	<ul style="list-style-type: none"> MCC: Psychology AS 	<ul style="list-style-type: none"> ESC: Psychology BS 	
Healthcare Management	<ul style="list-style-type: none"> FLCC Health Care Studies AS 	<ul style="list-style-type: none"> Canton: Healthcare Management BS Alfred State: Healthcare Management BTech 	<ul style="list-style-type: none"> Oswego: Health Services Administration MBA ESC: Healthcare Leadership MBA
Data Science (General)	<ul style="list-style-type: none"> Monroe: Math AS 	<ul style="list-style-type: none"> Albany: Informatics BS Canton: Crime Analysis BS 	<ul style="list-style-type: none"> Albany: Information Science MS
Data Science (CJ)	<ul style="list-style-type: none"> Herkimer: Criminal Justice: Crime & Intelligence Analysis AAS 	<ul style="list-style-type: none"> Albany: Informatics BS Canton: Crime Analysis BS 	<ul style="list-style-type: none"> Albany: Information Science MS
Engineering	<ul style="list-style-type: none"> Monroe: Math AS 	<ul style="list-style-type: none"> Stony Brook: Electrical Engineering 	<ul style="list-style-type: none"> Buffalo: Industrial Engineering MEng

● Fall 2019 (122 new students)
 ● Spring 2020 (392 new students)
 ● Fall 2020 (894 new students)
 ● TBD

> RECRUITMENT & APPLICATION PROCESS

SUNY Online Degrees at Scale have been advertised across several digital channels. A sample Facebook advertisement can be seen below:

When prospective Degrees at Scale students submit an inquiry to receive more information, their information is entered into Slate CRM and the prospective student is contacted within 2 minutes of submission by a representative, who helps them schedule an appointment with a SUNY Online Admissions team member. Prospective students then meet individually with an admissions team member, who helps them navigate the application process and is available to answer any questions that they may have.

As of Fall 2020, the central SUNY Online application has been implemented for all undergraduate programs. This creates a more streamlined and unified process, since students can directly access the application through the

SUNY Online website, which they are directed to after submitting an RFI. Graduate applications are still campus specific.

Impact on Non-SUNY Online Programs

Overall, SUNY has seen a 347% increase in the number of inquiries from students interested in 100% online programs-- from 32,007 pre-pilot, to 110,968 inquiries during 2019-2020 (inclusive of leads from open.suny.edu and sunyonline.edu).

Month to month data from the Open SUNY website show an 86% growth in requests for information from non-SUNY Online programs-- from 1,401 requests to 2,619 requests.

- The number of organic visitors grew from 17,247 visitors in July 2019 to 21,343 visitors in July 2020, an increase of 23%.
- The number of direct visitors also grew -- from 9,578 in July 2019 to 12,379 in July 2020.

> SCALING STUDENT SUPPORT

SUNY Online Degrees at Scale utilizes a **coaching model** to ensure that students are able to access the support that they need to succeed as they navigate college. As of October 2020, there are 10 campus coordinators and 10 coaches on staff. Coaches support students in a number of different ways, though their specific responsibilities vary depending on the campus they are assigned. They meet regularly with students to discuss their progress in courses, address any challenges that they are facing, and determine how SUNY can best support them as they work towards their overall educational and career goals. In addition, they monitor Blackboard activity, keep students informed of academic and tuition calendars, host success series webinars, and organize peer tutoring sessions.

When reflecting on the Spring 2020 semester, several degrees at scale students expressed that they felt like they had several people that they could turn to for support—including their student success coach and their instructors. One student noted, "My coaches are phenomenal. They help me stay

informed, they give me messages of encouragement, they keep me motivated. I tell my friends about my coaches.....these ladies that are awesome. They can't believe that there are people that help me so much. It makes being a student so much easier. I know where to go if I need anything."

Free tutoring across a number of different subjects is offered to SUNY Online students. From August 2019- July 2020, 16 students utilized this tutoring service, for a total of 59.5 hours of tutoring. The top three tutoring subjects by number of hours were pre-algebra, basic math, and pre-calculus. The top three tutoring subjects by students were pre-algebra, the writing center, and basic math.

SOSSI: The SUNY Online Student Success Inventory (SOSSI) is a self-report instrument that students can use to evaluate their strengths, concerns, and circumstances as they relate to online learning success. The SOSSI was developed by a group of system-wide representatives to replace a commercially licensed instrument. The SOSSI is available for any SUNY campus to use at no charge, and is currently being piloted by several campuses at the undergraduate and graduate levels.

> SUPPORTING INSTRUCTIONAL DESIGN

In Fall 2019, there were 4 SUNY Online **instructional designers**. The ratio of courses to instructional designers was 4:27 or about 7 courses per instructional designer. The team expanded in Spring 2020 to 5 SUNY Online instructional designers, with a ratio of courses to instructional designers of 5:86 or about 17 courses per instructional designer.

In Fall 2019, a **course template** was developed in conjunction with all participating campuses. Due to a condensed timeline and need for consistent course quality, the SUNY Online ID team moved content into the LMS manually according to the established standards. In Spring 2020, the template and its associated standards (based in the OSCQR rubric) were opened again for input and collaboration from all participating campuses. Course workflow was updated as well, increasing empowerment of

campuses to adjust, and develop, while also making it clear that the SUNY Online ID team was there for support. All courses are reviewed by the SUNY Online Instructional Design team once permission is given by campus-- in total, 27 courses were reviewed during the Fall 2019 semester, and 86 were reviewed during the Spring 2020 semester.

3-2-1 Go: After the initial launch of the pilot for Fall 2019, an internal effort between the SUNY Online Application Services team and the SUNY Online Instructional Design team developed the framework for the 3, 2, 1, Go process. This process developed out of the timeframes and challenges experienced by the initial pilot faculty and the volume of feedback from campuses.

- 3 months prior to start: courses are identified and created, existing content identified and copied, faculty identified, created, and enrolled.
- 2 months are allotted for faculty course development and preparation (*as well as orientation to the new system and tools*)
- 1 month is allotted for the SUNY Online Instructional Designers to review courses and provide feedback to campus instructional designers and faculty
- Go represents the preview week (or weeks) that students will have access to courses prior to the official start date of the course.

> SCALING & ADAPTING TECHNOLOGY

SUNY Online Degrees at Scale utilized Blackboard Learn with Ultra navigation as the centralized **Learning Management System (LMS)**. Beginning with the Fall 2019 semester, a [login page](#) was developed that provided a single entry point for students from the degrees at scale campuses to gain access to courses delivered through the SUNY Online Degrees at Scale environment. Branding for the Login Page is a single "SUNY Online" focus while the "CLICK HERE TO LOGIN" button will direct students to the SUNY Secure Sign On page where a student can select the campus they are registered at and enter campus specific credentials. Upon successful authentication, students will be directed to the SUNY Online Degrees at Scale environ-

SUNY Online Learning Details

ment where they will be presented with information based on all of their individual campus affiliations including a list of courses they are enrolled in that are being delivered through the SUNY Online Degrees at Scale environment.

During the Fall 2019 semester, some SUNY On-line courses began using **Packback**, which is an AI supported online discussion platform. Over the last year, SUNY Online instructors have collaborated with Packback representatives to integrate Packback into their courses. They have found that campuses with active users have seen great growth in usage of the product. Packback has also collaborated with SUNY to offer professional development opportunities-- for example, in September 2020, a supporting students workshop was led by a SUNY faculty member who used Packback.

- SUNY Online instructors who used Packback were surveyed about their experiences. When asked to compare student rate of participation in courses that use Packback compared to those that do not, over 40% said that Packback outperformed the traditional LMS.
- SUNY Online students who used Packback during the Fall 2019 semester were surveyed about their experiences using the product. For example, one respondent reported that they "felt more encouraged" and "free to participate in discussions" when using Packback, and another said "I find it gives the sense of a community and not as detached like traditional discussion boards. Great experience".

All SUNY Online Degrees at Scale students have access to the **SUNY Online HelpDesk**. From 8/1/19-8/18/20, there were 567 ticket submitted by degrees at scale students, faculty, and staff. Overall, the types of requests submitted to the HelpDesk were similar to those submitted by non degrees at scale students, faculty, and staff.

Online Course Sections: Academic Year 2019-20	25,900	100%
Community Colleges	12,567	49%
Technology Colleges	2,604	10%
Comprehensive Colleges	6,254	24%
Doctoral Degree Granting Institutions	4,475	17%
Remedial / Continuing Education	482	2%
Lower Division	15,987	62%
Upper Division	5,722	22%
Graduate	3,709	14%

Fall 2019 Total Student Enrollment ¹¹	
No Online Courses	321,555 (76.8%)
Some, but Not All Online Courses	68,500 (16.4%)
Exclusively Online Courses	27,960 (6.7%)

Online Programs ¹	657	100%
UG Certificates	72	11%
Associate's	306	47%
Bachelor's	89	14%
Advanced Certificate	78	12%
Master's	105	16%
Doctoral	7	1%
50% Online	88	13.4%
75% Online	90	13.7%
100% Online	479	73%

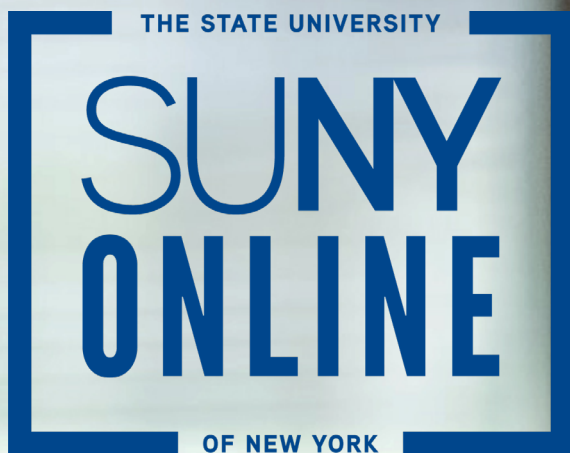
¹¹Data from SIRIS Term Section Submissions. Only includes Homes Institution Students

Online Enrollment Fall 2019 ¹¹	No Online Courses (321,555)	Some, but Not All Online Courses (68,500)	All Online Courses (26,954)
Undergraduate	91.0%	93.4%	76.3%
Graduate	9.0%	6.6%	23.7%
Full-Time	66.2%	83.3%	24.3%
Part-Time	33.8%	16.7%	75.8%
NYS Resident	91.8%	93.3%	94.3%
Non-NYS Resident	8.2%	6.7%	5.6%
Female	51.8%	60.4%	69.3%
Male	48.2%	39.6%	30.8%
Traditional Age (<25)	82.0%	75.6%	35.2%
Adult Learners (25+)	18.0%	24.4%	64.8%
White	54.6%	58.3%	65.2%
Hispanic/Latino	14.4%	14.3%	9.8%
Black/African American	10.8%	11.8%	10.6%
Asian/Pacific Islander	7.0%	6.3%	3.7%
Unknown	4.9%	3.4%	6.7%
International	5.6%	4.1%	1.1%
Underrepresented Multi	2.0%	2.3%	1.9%
Non-underrepresented Multi	0.7%	0.5%	0.4%
American Indian/Alaska Native	0.4%	0.4%	0.5%
Native Hawaiian/Other Pacific	0.1%	0.1%	0.1%

Online Faculty - % of Faculty Who Taught at Least One Online Course ¹²			
Summer 2019	Fall 2019	Winter 2020	Spring 2020
43.5%	14.2%	77.2%	15.8%

Fall 2019 ¹² Online Status by Faculty Rank	Taught Some, but Not All Online Courses	Taught All Online Courses
Full Professor	25.9%	10.4%
Associate Professor	21.7%	6.8%
Assistant Professor	18.4%	7.5%
Instructor / Lecturer	19.3%	49.5%
Unknown	14.7%	24%

¹²Data provided by SUNY Office of Institutional Research & Data Analytics



2020 SUNY ONLINE ANNUAL IMPACT REPORT

