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A Big Idea: The Rollout of Open SUNY

Karen E. Case
Nova Southeastern University, karencase@stargazervermont.com

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by

Karen E. Case

A dissertation submitted in partial fulfillment of the requirements
for the degree of Doctor of Philosophy
in
Computing Technology in Education

College of Engineering and Computing
Nova Southeastern University

2016

We hereby certify that this dissertation, submitted by Karen Case, conforms to acceptable standards and is fully adequate in scope and quality to fulfill the dissertation requirements for the degree of Doctor of Philosophy.

_____   _____
Gertrude W. Abramson, Ed.D.   Date
Chairperson of Dissertation Committee

_____   _____
Marilyn Olander, Ph.D.   Date
Dissertation Committee Member

_____   _____
Helen St. Aubin   Date
Dissertation Committee Member

Approved:

_____   _____
Ronald J. Chenail, Ph.D.   Date
Interim Dean, College of Engineering and Computing

College of Engineering and Computing
Nova Southeastern University

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An Abstract of a Dissertation Submitted to Nova Southeastern University
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Karen E. Case

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Leveraging technology may be a viable solution in the higher education industry as enrollments decline and institutions have a hard time meeting their projected budgets. One innovative approach to mitigating this problem was approved in March of 2013 by the Board of Trustees of the State University of New York (SUNY). It is called Open SUNY. Open SUNY consists of nine components: the creation and expansion of online programs to meet workforce development needs, the development of online credit-bearing experiential learning experiences, support for training of faculty who opt to use emerging technologies, support for student access to online courses, the availability of prior learning assessment system-wide, the development of a research initiative to identify best practices and offer professional development, exploration of open education resources to bring down costs for students, support for expansion of online program development, and the creation and promotion of learning commons to facilitate communication and house content.

The purpose of this qualitative bounded case study was to observe the rollout of Open SUNY from the fall of 2014 through spring of 2015 in order to describe the experience of stakeholders at SUNY's various campuses. To triangulate the data, multiple sources were used to observe the phenomenon such as interviews, documents and surveys. Purposeful sampling allowed for all institution types and geographic areas to be included in the population sample. Data were coded and analyzed using the constant comparative method. Three themes that arose from the data interpretation were: inclusiveness, systemness, and openness. An organizational structure model was used as a framework for making recommendations based on the research conclusions.

Acknowledgements

This dissertation is dedicated to my parents Roy R. Case, Jr. and Charlotte Case who gave us kids just enough rope to swing freely, giving me a lifelong love of exploring and learning. As well, it is in loving memory of John David Christensen, a.k.a. Yoda in Online Learning at Community College of Vermont. Your vision made the magic happen.

Students are our focus. It is because of all the students throughout my 25 years in education that I continue to love what I do; thank you for all the lessons you have given me.

The support of my dissertation committee has been invaluable through the journey especially Dr. Gertrude Abramson my chair and steady encouragement. You always know the right thing to say. Special thanks to committee members Dr. Marilyn Olander and Dr. Helen St. Aubin.

I am blessed to have what Marianne Williamson calls a wonderful "group experience of love and support" in my outstanding family, friends and colleagues in Vermont and New York. Now that this paper is done, let's get reacquainted.

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Chapter 1

Introduction

Background

The State University of New York (SUNY) is made up of 64 campuses distributed over the geographic length and breadth of New York State. SUNY is the largest comprehensive university in the United States and consists of: community colleges, university colleges, medical schools, colleges of technology, and research universities in diverse fields (Clark, Leslie, & O'Brien, 2010). These campuses, while loosely connected under the umbrella of SUNY, have operated independent of one another and have a history of limited cooperation along with a feeling that each must fight for scarce resources (Kelderman, 2010). But the diversity of institutions and missions within the SUNY network offer possibilities for collaborative change that is scalable across the state (Clark et al., 2010).

The settings were the individual units which make up the SUNY system. The units include 13 university centers and institutions that grant doctoral degrees, 13 university colleges, 29 community colleges, and nine technical colleges. These units are diverse not only in size and geographic location, but they represent 463,000 students, 90,254 employees, and 7,431 different degree and certificate programs (http://www.suny.edu/about_suny/fastfacts/).

Problem Statement

The SUNY system is committed to providing access to a high-quality educational experience, but adult learners, displaced workers, and veterans are not effectively served by traditional public institutions (Irvine, Code, & Richards, 2013). In her 2012 State of

the University Address, SUNY Chancellor Nancy Zimpher communicated a goal to

"provide innovative and flexible education…network students with faculty and peers

from across the state and throughout the world and link them to the best open educational

resources" (http://www.suny.edu/chancellor/speeches_presentations/SOU2012.cfm). This

goal, called *Open SUNY,* echoes the founding mission of providing efficient, economical

educational opportunity for diverse interests and abilities, leverages the collaborative

potential of the SUNY network, and can help trim costs system-wide

(http://www.suny.edu/powerofsuny/framework/goals_ideas_teams/gettingdowntobusines

s8_team/OpenSUNY_InterimReport_20121231_DRAFT.pdf). Open SUNY will unify

fragmented online programs that currently reside across the SUNY system in order to

provide access to students regardless of their residence. Projected growth in online

programs would come from adults wishing to train for future jobs and those wanting to

speed their time to degree completion.

    With multiple campuses creating unique solutions to the rollout of Open SUNY,

there is much duplication of effort and most likely, unaddressed issues. The problem was

that nothing like this has ever been done before, and with no research to guide this

initiative, there is a need for investigation and description of these efforts in order to learn

how individual campuses made their decisions.

Dissertation Goal

    The goal of this dissertation was to observe the phenomenon of a large university

system shifting its strategic priorities and to document the shared experience of its

diverse stakeholders. Given that all campuses have the same information from SUNY

Central about the rollout of Open SUNY this study sought to determine how each campus

prepared for the Open SUNY rollout, made their decisions about their level of participation, and how these changes impacted the delivery of their online program.

Research Questions

1. What are the precedents that guided the plan for Open SUNY?

2. What new offerings are being proposed and/or have been implemented as a result of the Chancellor's stated goals?

3. How are each of the parts of the strategic plan implemented as a result of the Chancellor's stated goals?

4. How are each of the parts of the NMC Horizon Report implemented in the various initiatives?

5. What are the valuable take-aways to be shared by other SUNY campuses and academia in general?

Relevance and Significance

Open SUNY, a proposition by one of the largest university systems in America, includes consideration of many trends that are driving education named in the New Media Consortium Horizon Reports since 2013 such as openness, workforce demands, alternate forms of content delivery, interest in use of data to inform practice, acknowledgement of informal learning, and a shift to online education paradigms (http://www.nmc.org/nmc-horizon/). This makes the roll out of this project important to examine.

Assumptions, Limitations and Delimitations

The primary assumption made was that a multi-site in-depth case study was the most effective way to provide a snapshot of this event; and that such historical

documentation is important to SUNY, as well as other educational researchers and practitioners. It is assumed that research participants would give truthful and candid responses to interview questions and the survey questionnaire; they were provided with anonymity.

The primary limitation of this study was whether or not the collected data, subsequent findings, and recommendations can be generalized to other large institutions undergoing similar rapid change in their strategic priorities. Additional limitations include: In qualitative studies the primary instrument of research is the researcher and therefore the data collected from documents, interviews and surveys is dependent on the personal involvement of the researcher (Leedy & Ormrod, 2012). The goal was to present a single snapshot of Open SUNY from the fall of 2014 through spring of 2015 and responses from survey questionnaires and interviews may only reflect a personal understanding. The data collected have been influenced by the subjective experience of each research participant.

Ethical issues were taken into consideration and IRB approval obtained from SUNY and Nova Southeastern University. Interview participants were invited to participate via a letter of invitation that explained why they received the letter, and introduces the researcher, research goals, time commitment, and the voluntary nature of study participation. Interviews were recorded; interviewees were invited to read their transcripts before data was analyzed in order to make sure what they said was accurately reflected.

Definition and Acronyms

The following terms and acronyms are used throughout this study:

CIT: Conference on Instructional and Technology

COTE: Center for Online Teaching Excellence

Disruptive Technology: a technology which creates a new market and displaces an existing one

Distance Education: Educational delivery model for students outside a traditional classroom setting

DOODLE: Directors of Online Learning Environments

FACT2: Faculty Advisory Council on Teaching and Technology

IITG: SUNY funded Innovation Instruction Technology Grant

LMS: Learning Management System

MOOC: Massive Open Online Course with open, unlimited access

NMC: New Media Consortium is a non-profit community of practitioners in the education community that conducts research; publisher of the Horizon Report about technology trends in education

OER: Open Education Resources. Freely accessible and openly licensed teaching and learning resources which are published on the Internet

Online Learning: Learning activity that occurs while connected to a computer

Open Architecture: Computer architecture designed for easy addition of hardware or software by end-user in order to swap or upgrade components

Open Courseware: Courses published by colleges and universities on the Internet which are freely accessible

Open Publishing: The ability to create freely accessible Internet content outside traditional media methods

Organizational Change Theory: Models useful for understanding how institutional change occur

OSQCR rubric: Open SUNY Quality Course Review rubric

PLA: Prior Learning Assessment. College credit given through a process of evaluating learning gained outside a formal academic learning environment

SLN: SUNY Learning Network

SUNY: The State University of New York system

SUNY CPD: SUNY Center for Professional Development

Summary

This chapter emphasized the background, rationale, purpose and significance of this study which focuses on how one multi-institution system makes decisions during a change in strategic priorities. Additionally, the assumptions, limitations, and delimitations of this study have been defined.

Chapter 2

Review of the Literature

Overview

Scholarship relevant to this case study of Open SUNY includes: the history of the State University of New York (SUNY), the history of the SUNY Learning Network (SLN), and the development of online teaching and learning in the United States. Also addressed are non-traditional students, experiential learning, openness, disruption, innovation, declining college enrollments, and workforce development.

SUNY 1948 - Today

Toward the end of WWII, in 1944, the U.S. Congress passed the G.I. Bill of Rights which would create a surge in enrollment in colleges across the country. Then New York Governor Dewey established the Governor's Committee on State Educational Program but it was ill-prepared for the sheer volume of incoming students; he declared the need for a state university in New York. Dewey sponsored the Temporary Commission on the Need for a State University in 1946. It was his desire to see the state take major fiscal responsibility for the development of a system of higher education (Gelber, 2001).

The Truman Report in 1947, called Higher Education for American Democracy, established community colleges and gave an increase in financial aid support for students. Shortly after that, the State of New York was the last of the then 48 United States to officially establish a state university system by consolidating 29 institutions that had no prior affiliations (Carmichael, 1955). These three New York State bills were:

1. Chapters 695 and 698, Laws of 1948; 2: established the State University of New York.

2. Chapter 696, Laws of 1948; 3: established locally-initiated community colleges and state-aided 4-yr colleges.

3. Chapter 753, Laws of 1948: established fair educational practices and State Education Law to deal with discrimination complaints.

This initial SUNY consisted of 29 unconnected institutions which included 11 teachers colleges, six agricultural and technical institutes, and five institutes of applied arts. In 1960, Governor Rockefeller empaneled the Committee on Higher Education, whose Heald Report granted SUNY the freedom to charge tuition and construct new buildings and converted the agriculture and technical schools into community colleges (Skopp, 2010). Currently there are 64 campuses (see Table 1) that make up the SUNY system and it is the largest comprehensive public higher education system in the United States (http://www.suny.edu/about/history/).

Table 1

The 64 Campuses of the State University of New York

Institution Type	Institution Name
University centers	Albany University
	Binghamton University
	Buffalo University
	Stony Brook University
Other doctoral-granting institutions	SUNY College of Optometry
	SUNY Downstate Medical Center
	Upstate Medical Center

SUNY College of Environmental Science and Forestry

At Cornell:

- College of Agriculture and Life Sciences
- College of Human Ecology
- College of Veterinary Medicine
- School of Industrial and Labor Relations

At Alfred:

- New York State College of Ceramics

University Colleges	Buffalo State College
	Empire State College
	Purchase College
	State University of New York at Genesco
	State University of New York at New Paltz
	State University of New York at Oswego
	State University of New York at Potsdam
	SUNY Cortland
	SUNY College at Oneonta
	SUNY Freedonia
	SUNY Plattsburgh
	The College at Brockport
	The College at Old Westbury
Technology Colleges	Alfred State College
	Farmingdale State College
	Fashion Institute of Technology
	Morrisville State College
	SUNY Canton
	SUNY Cobleskill
	SUNY Delhi

SUNY IT

SUNY Maritime College

Community Colleges	Adirondack Community College
	Broome Community College
	Cayuga Community College
	Clinton Community College
	Columbia-Greene Community College
	Corning Community College
	Dutchess Community College
	Erie Community College
	Finger Lakes Community College
	Fulton-Montgomery Community College
	Genesee Community College
	Herkimer County Community College
	Hudson Valley Community College
	Jamestown Community College
	Jefferson Community College
	Mohawk Valley Community College
	Monroe Community College
	Nassau Community College
	Niagara County Community College
	The College of Essex and Franklin
	Onondaga Community College
	SUNY Orange
	Rockland Community College
	Schenectady County Community College
	Suffolk County Community College
	Sullivan County Community College
	Tompkins Cortland Community College (TC3)
	SUNY Ulster
	Westchester Community College

SUNY Learning Network (SLN) and Open SUNY

Online education had its start at SUNY in 1994 at Empire State College. Empire State is where the SUNY Learning Network emerged. In 1994, SUNY launched the SUNY Learning Network (SLN) with grants from the Sloan Foundation. SLN was conceived to support teaching and learning in online courses, and to make the online courses available across SUNY member campuses. SLN launched its own learning management system in 1995, which was built to support multi-institutional users and in 1996 it offered online course development processes and online faculty development. By 2000 SLN was the second largest asynchronous online learning network in the United States (Shea, Fredericksen, Pickett, & Pelz, 2003).

While the *Open SUNY* concept appeared as early as 1995 in SLN, SUNY's web-based statewide online course delivery system (Gellman-Danley & Fetzner, 1998), the name *Open SUNY* was first coined by SUNY Empire State College in 2011 during its 2025 strategic planning process (SUNY, June 2011). Empire State is a pioneer in the open learning movement and is known for its transformative and disruptive approaches to education reform (Benke, Davis, & Travers, 2012).

Open SUNY consists of nine components agreed upon by the Board of Trustees (SUNY, 2013) and is meant to ramp up SLN offerings to a premium level:

1. SUNY will create and expand online programs to meet workforce needs and workforce development
2. SUNY will develop online credit-bearing experiential education opportunities
3. SUNY will support training of faculty wishing to use nascent modalities such as Massive Open Online Courses (MOOCs)
4. SUNY will support student access to online courses and programs, ensuring affordability
5. SUNY REAL, Empire College's prior learning assessment program will be available network-wide

6. SUNY will develop a research initiative to identify best practices and professional development opportunities
7. Strategies such as Open Education Resources will be explored to lower cost and encourage innovation
8. Business policies and practices will be developed to support faculty and students in expansion of online degree programs
9. SUNY will promote a learning commons to facilitate communication and the use of online learning tools

Currently in the SUNY system there are 150 online programs across its 64 campuses (Rivard, 2013). SUNY's growth potential lies in the 6.9M under-served adult population with at least high school and no college as well as the 4.2M adults with associates and bachelor's degree. The goal is to expand access, raise completion rates, and prepare students for success (http://commons.suny.edu/opensuny/wp-content/blogs.dir/16/files/2014/01/20140106OpenSUNYoverviewpublish.pdf). After allowing campuses to do their own thing for two decades, SUNY central is taking the reins, aiming to consolidate resources in order for SUNY online education programs to have the capacity to grow (Rivard, 2013). This is an unprecedented shift in direction in higher education at a very large scale.

The Development of Online Education in the United States

The current definition of distance education by the U.S. Department of Educational Research and Improvement is, "the application of telecommunications and electronic devices which enable students and learners to receive instruction from a distant location" (Casey, 2008, p. 45). Online education is an outgrowth of distance education.

According to Beldarrain (2006) distance education was born out of a need to provide educational opportunities to students who could not come to a traditional class setting. The Chautauqua Correspondence Institute began in 1883 in New York and used roads and water routes to deliver instructional material to students (Baggaley, 2008). The

University of Chicago was the first to use the U.S. Post Office to deliver college-level instructional materials to students in 1892 (Casey, 2008). While three colleges were granted radio licenses for distance classes in 1921, only one college-level course had been offered in that format by 1940 and there were no enrollments. This was followed closely by the first distance course offered by television at the University of Iowa in 1943 (Casey, 2008).

After 1960 and up until 1985 there was a new generation of distance course which used more than one means of communication including print, television, audiocassettes, videocassettes, and the fax machine. Walden University, founded in 1970, was the first to use this multi-media approach of course delivery based on the British Open University model (Curran, 1997). The advent of the personal computer and networking enabled the birth of distance education over the World Wide Web from 1985 to 1995. Almost 45% of higher education institutions that had a population over 15,000 students started offering online classes before 1999 (Allen & Seaman, 2008). The present age of high-bandwidth is allowing online education to include technologies such as browser-based videoconferencing and dynamic web-based media. Each new technological development enables educators to provide more student-to-student and faculty-to-student collaboration (Sherron & Boettcher, 1997).

The popularity and growth of online classes is due to several factors: they are convenient and save time, they are flexible and fit better into already full schedules, students perceive them as self-paced, they open up a view of the world not accessible in a textbook, and they are capable of creating deep learning communities (Palloff & Pratt, 2007; Park & Choi, 2009; Young & Norgard, 2006). Only 15% of the undergraduates

who are currently enrolled in U.S. institutions of higher education attend 4-year colleges *and* live on campus (Cavanagh, 2012).

In 2011, 31% of students enrolled in higher education institutions took at least one class online and growth in online courses was out-pacing growth in overall student population ten to one (Allen & Seaman, 2011) and by 2013 that number was a record-breaking 33.5 % (Allen & Seaman, 2014). Over 75% of colleges and universities now offer courses online and 46% of students who have graduated in the last ten years took at least one course online. (Taylor, Parker, Lenhart, & Patten, 2011). The 2013 data show that 90% of chief academic offers believe that in the next five years, it is likely or very likely that a majority of higher education students will take at least one course online course (Allen & Seaman, 2014). Online education has the ability to reach students who cannot attend courses in the traditional brick and mortar classroom.

Non-Traditional Students

Traditional college age is considered to be 18-23 years old which led to the term adult student becoming synonymous with the term non-traditional student. The U.S. Census Bureau (http://www2.census.gov/library/publications/2011/compendia/statab/131ed/tables/educ.pdf) reports that non-traditional students account for 38% of college enrollments with the number of students over 35 years at 16% of total college enrollments.

Adult students face many obstacles in juggling the responsibilities of school, work, families, older parents, etc. but come to school ready and motivated to learn (Cercone, 2008). While Gagne admits there is no one meaning of learning, he articulates it as: a lasting change in behavior, or in the capacity to behave, which results from

practice and is not ascribable to the growth process (Gagne, Wager, Golas, & Keller, 2005). Adult learning theory, while in the literature for 90 years, still lacks a singular model that explains all that is known about adult learners (Merriam & Associates, 2002).

Research about the adult student has been ongoing since the 1920s and several theories attempt to explain how they learn. Malcolm Knowles, a pioneer in adult research coined the term andragogy to address the particular needs that adults have because they learn differently than children. Andragogical research, describes the unique adult learner characteristics as: ready-to-learn, goal-orientated, relevancy-orientated, pragmatic, self-directed, responsible, and having life experiences that follow them into the classroom (Moskal, Dziuban, & Hartman, 2010). Knowles's (Knowles, Holton, & Swanson, 2011) six core adult learning principles of andragogy are:

1. Learners need to know: why, how, and what

2. The self-concept of an adult learner is autonomous and self-directing

3. The prior experiences of the learner for mental models and are resources

4. Readiness to learn is life-related

5. Student's orientation to learning is problem-centered and contextual

6. Student's motivation has intrinsic value and a personal payoff

Adult learners are unique and need learning that is applicable and which they can relate to their current life experiences (Knowles, 1990).

Paulson and Boeke (2006) predicted that higher education institutions would see this substantial increase in the number of non-traditional age learners after 2010 and that this age group would be where colleges would realize growth. This is a cohort of students

whose unique learning needs must be taken into consideration by institutions of higher education as they continue to build new programs and learning platforms.

Experiential Learning

Learning that happens outside of an academic setting is referred to as experiential learning. This type of hands-on learning is participatory, interactive and applied and the situational variables are constantly changing (Kolb & Kolb, 2005). The history of experiential learning theory can be traced to the work of John Dewey, Kurt Lewin and Jean Piaget. Dewey saw experiential learning as a link between the academic and the practical life. In his model the learner interacts with content regularly through impulse, observation, knowledge and reflection as they construct, deconstruct, and reconstruct knowledge (Dewey, 1997). Lewin, a social scientist, believed that learning occurred in the tense space between abstract thinking and actual experience (Lewin, 1999). Piaget, while he spoke of the stages of childhood and not adult learners, was instrumental in articulating that knowledge is not innate but learned as one manipulates objects and symbols (Mooney, 2013). This learning through experience can take many forms such as research, internships, study abroad, service learning and prior learning assessment.

Prior Learning Assessment of (PLA) is offered in many colleges around the world. It is a process by which students can be awarded college credit for documented college-level experiential learning. With President Obama's current workforce training initiatives and his desire to produce 8 million more college graduates in the U.S. by 2020, PLA is an alternative to having to take course work for learning students obtained outside the walls of academe (Johnson, 2011). There are many PLA designs, but generally credit can be earned through a challenge exam, course matching, or portfolio/essay writing

(Suopis, 2009). PLA is a motivating factor for students who can combine work and study, save money, and shorten the time it takes to earn a degree (Brinke, Sluijsmans, & Jochems, 2009). A study by the Council for Adult and Experiential Learning found 56% of adult students who completed an PLA process earned an associate's or bachelor's degree within seven years compared to only 23% of students who did not complete an assessment (Johnson, 2011). Brigham and Klein-Collins (2010) found students with PLA credit graduated at a higher rate and had greater persistence compared to those without PLA credit.

Openness

As more courses are offered in an online or hybrid format, faculty training has been concentrated on teaching technological tools within the safe confines of a learning management system where the doors are closed. But the web is a different paradigm, one in which the doors are open, where the social interaction is participatory, and where faculty are presented with the possibilities of different approaches to teaching and learning. The current trend towards openness in education correlates to a move to incorporate online teaching and learning into formal educational contexts (Matkin, 2012; McAndrew, Scanlon, & Chow, 2010).

This open approach to education has been emerging in various ways: open courseware (Friesen & Murray, 2011), open courses (Ho, Reich, Nesterko, Seaton, Mullaney, Waldo & Chuang, 2014; Wiley & Gurrell, 2009), and open publishing (Wiley & Hilton, 2009). This open architecture: can be used for learner collaboration and reflection, provide a space for the creation of virtual communities of practice (Brent, Gibbs, & Gruszczynska, 2012), and provide a place to share teaching and learning

artifacts (Mott & Wiley, 2009). Collectively these new developments are being called Open Education Resources (D'Antoni, 2009). This movement towards openness in the closed system of the silos of higher education is a historical moment worthy of note.

While higher education may lag behind culture in terms of adoption of the idea of openness, it is now poised to play a significant role in the growth of this new paradigm of open knowledge creation. Open knowledge creation supports the distribution of educational opportunity, resources, and advancement to a larger percentage of the global population.

Disruption, Innovation and Diffusion

Selingo (2013) articulates five disruptive forces that are currently reshaping higher education forever: the large amount of debt being carried by institutions of higher education, the disappearing state financial support, a current lack of students who are able to pay full tuition prices, unbundled learning alternatives are available which reduce the cost to students, and the value of a college degree is being questioned in light of tough economic times.

By definition any nascent technology is disruptive in nature. The term disruptive technology was coined by Christensen (1997) and refers to both physical computing hardware and software that provides a service. The rise in connectivity around the world is opening up new pathways for learning. Education, the foundation supporting innovation and opportunity, is currently at the forefront of positive change (Schmidt & Cohen, 2013). Disruption in education can occur anytime an old model is replaced with a new one and can refer to new technology, new pedagogy or new systems. So with disruption all around in various forms McQuivey (2013) suggests organization seek the

adjacent possible, or the thing the customer needs next, seek convergent adjacencies

around the organization that can support its ideas, and persist in the path of innovation.

A prerequisite for adopting innovation is that a group feels a need or perceives a

problem (Rogers, 2003). In organizational change theory, pointing out this urgent need

by communicating the crisis or opportunity is the first step in the process (Kotter, 2012).

Leaders walk a fine line because evidence has shown that early adopters and leaders in

disruptive innovation have reaped huge payback at the same time they mitigate risk for

those who wait (Christensen, 2013). These innovators have a high tolerance for

ambiguity and risk-taking (Kim, 2010). Size has its advantage; Rogers (2003) found a

positive correlation between the size of an organization and its innovativeness. Some

colleges and universities will always be able to attract their customer, but a disruptive

model that can scale cost down to create the prices needed to win the middle to lower-end

customer is an important asset in today's market (Christensen & Raynor, 2003).

While online learning could be considered the de facto disruption in education

there are other ways in which even online learning has its own disruptive components

(Christensen & Eyring, 2011). One such component within online is the growth of freely

available open education resources and the participatory culture of the Internet. These

concepts and resources have low barriers, support sharing work, make available informal

experienced and novice mentors, connect users with others, inculcate a sense of

ownership, have a collective sense that something is at stake (Bass, 2012). The second

big disruption in online education is a new type of online learning called the massive

open online course (MOOC) which is a mash-up of social networking, a facilitator who is

an authority in the field, and a collection of open online resources (Aparicio & Bacao, 2013).

The first MOOC was a campus-based course on Connectivism and Connective Knowledge taught by Seimens and Downes with 25 campus-based students that were linked with 2,000 students from around the world who participated online (Krause, 2013). In a matter of a couple of years MOOCs have grown from the little tech projects of enthusiastic professors into companies that are being powered by tens of millions in venture capital funding (Kolowich, 2013). Participation in a MOOC is voluntary and brings together students interested in a topic and experts who facilitate the learning. Additionally they have no prerequisites, fees, pre-determined levels of participation, or formal accreditation (Liyanagunawardena, Adams, & Williams, 2013). In 2012 academic leaders were skeptical that MOOCs were a sustainable online method of course delivery, but felt they represented a way to learn more about online pedagogy (Allen & Seaman, 2013). There is little doubt that they are responsible for a rapid rate of innovation in online pedagogy (Sandeen, 2013). MOOCs have dominated the literature and news in education for several years, but as of 2013 only 5% of higher education institutions have a MOOC and over half remained undecided (Allen & Seaman, 2014). Jacoby (2014) believes the disruption caused by MOOCs will demand that educators rethink definitions of success and certification.

With the opening of education through MOOCs and other open education resources as well as the high cost of a traditional education, Open SUNY is a bold concept that acknowledges the current education environment disruptions. SUNY is choosing to accept the challenge, and seek alternative methods of leveraging its own

resources; it is asking its own stakeholders to collaborate in reimagining the future. Most important SUNY has the power to use what Bowen (2013) describes as system-wide thinking, a necessary component to educational reform as changes will not be able to be addressed at any single campus. Zimpher's (2013) vision is that higher education become "more nimble, more accessible, more transparent, and above all, more efficient" (p. 32).

Declining Enrollment

The U.S. higher education system has changed from one of growth in enrollment to one of plateau or decline. There are several factors responsible: the end of the baby boom generation, the women's movement, postponement of marriage and childbearing, smaller family size and a bleak economic outlook. The Wall Street Journal analyzed federal data and reported that from 1966 through 2010, student enrollment in colleges doubled as baby boomers and their children attended, peaking in 2011. Within the last five years trends include a decline of 10% in enrollment at fully a quarter of U.S. private colleges from 2010 to 2012

(http://online.wsj.com/news/articles/SB10001424052702304672404579186153175094892), a 2% drop in overall college during the 2012-2013 school year

(http://www.nytimes.com/2013/07/26/education/in-a-recovering-economy-a-decline-in-college-enrollment.html?smid=pl-share), and an overall .8% drop for spring 2014 according to the National Student Clearinghouse Research Center

(http://nscresearchcenter.org/currenttermenrollmentestimate-spring2014/).

Workforce Development

A trend has emerged is that the U.S. is lagging behind other countries in degree attainment. President Obama and political leaders have put this issue front and center in

order to create a highly skilled workforce for a more vibrant and vital economy (Carnevale & Rose, 2012). Workforce development programs weave the efforts of government, communities, industries and universities towards innovative programs aimed at economic growth (Warshaw & Hearn, 2014).

Workforce development is a term that refers to a strategy of economic development which focuses in the human resource realm; it refers to strategies of education and training which relate to new knowledge and skills as well as continuing professional development (Short & Harris, 2014). This human resource development often takes one of two characteristic shapes: to assist in developing a workforce in a particular situational setting, or to make an impact on an industry that needs specific skillsets (Harris & Short, 2014). In higher education it is the community colleges most often looked to for providing workforce development because they have the ability to provide shorter term degrees and skill-based certification (Shaffer, 2013).

The history of workforce development is seeded during the Depression in the Wagner-Peyser Act of 1933 which created a national employment system and grants to states who would link with the United State Employment Service (Haber & Kruger, 1964). While the end of World War II in the late 40s heralded economic vitality, by the 1960s workforce development was aimed at those who were unemployed and from lower socio-economic backgrounds. The programs included adult basic education, subsidized work training, soft skills and assistance in searching for work. In 1962 the Manpower Development and Training Act (MDTA) was needed to help retrain those who found themselves structurally unemployed due to advances in technology (O'Neill, 1973). When Lyndon Johnson signed the Economic Opportunity Act (EOA) in 1964 as an attack

on poverty it created Community Action Agencies that were firmly in place by 1973 when the Comprehensive Employment and Training Act (CETA), a block grant funded community development approach that supplanted MDTA was signed into law (Barnow, 1987). In 1983, amid charges of mismanagement, Congress replaced CETA with the Job Training and Partnership Act (JTPA) (Bloom et al., 1997). JTPA was replaced by the Workforce Investment Act (WIA) in 1998; WIA was a bill which allowed the state and local governments to create training programs that would meet their individual needs (Shaw & Rab, 2003). The reform of WIA took ten years to accomplish, passing in 2014, and is named the Workforce Innovation and Opportunity Act (WIOA) (Dervarics, 2014). It brings a focus on job training, adult education and career development services in order to support individuals as they pursue education and reach for career goals (http://www.doleta.gov/wioa/). Currently NY has a Workforce Development Institute (http://wdiny.org/programs/) whose goals are:

- Workforce Intelligence
- Education and Training
- Economic Development
- Energy
- Child Care Subsidy Program
- Women's Initiative
- Art of Labor

Partnerships such as these have shown that universities and colleges can be extremely responsive to the myriad of workforce needs and is therefore poised to gain from such activity as well as provide important resources to their community (Gais & Wright, 2012).

Summary

This literature review provides a history of SUNY which is one of the largest university systems in the United States, from 1948 up to the announcement in early 2013 of the rollout of a new strategic priority called Open SUNY. The review also presents the roots and evolution of Open SUNY through a discussion of Empire State College where online education at SUNY began as well as the SUNY Learning Network, which provided support and training for early SUNY online initiatives.

A focus of the review is the history and rise in use of technology for teaching and learning and describes how online educational opportunities and systems support students, faculty and staff to complete their degrees no matter where they are geographically. As well, the literature supports that there is a continued need for distance education opportunities in order to provide educational options for a population with diverse needs such as the non-traditional-aged student wishing to complete a degree or gain professional skills to better their career aspirations. The importance of studying this strategic priority shift is supported in the literature about experiential learning, openness, and disruptive ideas. Because nothing like this has ever been done in an educational system this size, the rollout is important to study and document.

Chapter 3

Methodology

Overview

This investigation documents the choices made by individual institutions in a multi-site higher education system as strategic priorities change. The findings provide higher education leaders with insight and add to the field of literature available in important areas of focus for the benefit of higher education practitioners and scholars.

Methodology is an important aspect of research as it describes how data will be collected, analyzed and presented. This chapter highlights the research design, methods of data collection, and procedures for data analysis. Valid and trustworthy study results will be produced by successful implementation of this research plan.

Research Design

The research questions are exploratory in nature, and while they may yield explanatory insights they do not lend themselves to a quantitative research design. The questions are *how* and *why* in nature which gave investigators no control over the environment being studied; a Qualitative case study approach was selected for its flexibility (Yin, 2014). Qualitative research provides information about how people make meaning from their experience (Creswell, 2013) and help to explain why a phenomenon is taking place rather than just confirming that it is taking place (Merriam & Associates, 2002). This type of inquiry provided the researcher with a description of how and why decisions were being made and what the desired outcomes were thought to be.

The qualitative case study method of research is also known as the *study of the particular* (Merriam & Associates, 2002) because it focuses investigation on a particular

real-life situation and is regularly used in multiple disciplines such as education,

sociology, health care, and organizational and management research (Rosenberg & Yates,

2007). Case study research utilizes multiple sources of observing a phenomenon and

collecting data such as interviews, surveys, observations, and existing documents

(Hancock & Algozzine, 2006; Patton, 2002; Stake, 1995; Yin, 2014). Data were collected

using document collection and analysis, surveys, and interviews. The survey and

interview protocols went through an expert review process as described in the

Instrumentation section of this chapter to test for reliability and validity.

Approval was granted to conduct the research described herein by the Nova

Southeastern University Institutional Review Board (Appendix A) and SUNY

Plattsburgh Institutional Review Board (Appendix B). Permission was obtained from

interview respondents through Interview Informed Consent forms (Appendices C & D).

The respondents granted their permission with the act of answering the online survey

(Appendix E).

Instrumentation

The instrumentation necessary for collecting study data needed to be developed

for this specific case. Three instruments were designed: two interview protocols, which

are scripts for interviewers to use, and a survey questionnaire that respondents will be

asked to read and fill out online. Designing and evaluating the instruments consisted of

basic steps outlined by Fowler (2009):

- draft questions to provide data needed to answer research goals
- critical review by expert team
- interviews with individual team members
- placement of amended questions into a survey instrument
- pretesting of response collection

First interview and survey questions which collected minimal demographic information and helped to directly answer the research questions were drafted by the researcher. This draft list was sent to an expert team (which included a survey development expert) for initial face and content validity review to determine whether they opined that the content measured would get at the concept in the research questions (Bryman, 2012). Face and Content validation are essential as they confirm the accuracy and connectedness amongst study variables (Burton & Mazerolle, 2011). One team member sent a written report mapping research questions to interview and survey questions; another team member met for a three-hour interview. From those conversations and edits from the other team members, two interview protocol instruments and an online survey questionnaire were created that could be piloted.

A dry run of the interview protocol was tested with a team member and recorded (Babbie, 1990; Kvale, 1996). The survey questionnaire was created in Survey Monkey and sent to the team members for consensual validation (Creswell, 2013) testing in order to determine if any of the behaviors associated with poorly designed surveys could be observed: respondents requiring further clarification in order to answer questions and inadequate answers given without additional probing by researcher (Fowler, 2009). The online survey questionnaire pilot received six written feedback responses from eight sent out. Based on the feedback edits were made to the final instruments and these modified instruments can be seen in Appendices E, F & G.

The expert team consisted of: Elizabeth Bernat, Ph.D., Thomas Burl, M.S., Peter Friesen, Ph.D, and Mark Mastrean, M.A., who work in various capacities for SUNY Plattsburgh; Mark Warford, Ph.D., Buffalo State College; Rebecca Werner, Ph.D., DAS,

Bristol, U.K.; John Christensen, Ed.D., Community College of Vermont and Carolyn

Whitney, Ph.D., St. Michael's College. Team members represented the fields of:

communication, public relations, online education, research design, instructional design,

and technology. This breadth of experience strengthened the reliability and validity of the

research instruments. Additional research documentation reviewed by this team were the

Introductory Invitation Letter and Informed Consent (see Appendices C, D & H).

Approach/Procedures/Research Questions

Creswell (2013) defines case study as a methodology with two definitions: the

product of research inquiry or the object of the study. The case study's context is SUNY,

the bounded case was the Open SUNY roll-out in fall of 2014, and the units of study

were multiple institutions within the SUNY system. Yin (2014) calls this an embedded

single-case study. Case study research will provide multi-perspective analyses of the way

in which SUNY institutions currently provide online course delivery and how that model

changes as a result of the Open SUNY initiative (Tellis, 1997). An innovative program

can be a case (Merriam & Associates, 2002). The rationale for a single-case study is that

Open SUNY is a revelatory case, one in which the researcher will study and analyze a

unique phenomenon (Yin, 2014). This is what Stake (1995) defines as an intrinsic study

because the case itself is of primary interest.

In order to provide an in-depth understanding, documents, reports, news,

interviews, and surveys were collected (Creswell, 2013). The documents included but

were not limited to: information from the SUNY (https://www.suny.edu/) and Open

SUNY (http://open.suny.edu/) websites, press releases, news articles, SUNY Board of

Trustee minutes, The Power of SUNY strategic plan

(https://www.suny.edu/powerofsuny/), SUNY Empire State College strategic planning and visioning documents (https://www.esc.edu/president/vision/2015/) and numerous content linked to or mentioned above. Collecting data from these various methods and sources provided triangulation which is an approach used to reduce the risk of bias arising from the use of single sources (Gay, Mills, & Airasan, 2009). Table 2 provides the methods that were used to answer the research questions. These three broad categories were: documents, interviews, and surveys.

Table 2

Method(s) Used to Answer Research Questions

Research Question	Method for Answering Question
1) What are the precedents that guided the plan for Open SUNY?	• Review of primary source documents • Interviews
2) What new offerings are being proposed and/or have been implemented as a result of the Chancellor's stated goals?	• Review of primary source documents • Interviews
3) How are each of the parts of the strategic plan implemented as a result of the Chancellor's stated goals?	• Interviews • Survey Questionnaire • Analysis of Data
4) How are each of the parts of the Horizon Report implemented in the various initiatives?	• Analysis of Data
5) What are the valuable take-aways to be shared by other SUNY campuses and academia in general?	• Analysis of Data

Data Collection and Analysis

Phase one data collection took place in the fall of 2014 after the study received IRB approval from Nova Southeastern University and the State University of New York and the Dissertation Proposal including all validated instruments had been approved by the Dissertation Committee. This first phase included collection of primary source documents from newspapers and websites; documents are a good source from which to gather data to answer the research questions (Hancock & Algozzine, 2006).

Phase two data collection took place as a snapshot from late fall 2014 through May of 2015. This phase consisted of: an online survey questionnaire and interviews with representatives from a minimum of eight SUNY schools across a broad-range of geographic areas. The aim of the survey questionnaire was to capture a comprehensive sampling of perceptions at the time of the roll-out of Open SUNY, one that covers the whole population (Fowler, 2009). The SUNY Directors of Online Learning Environments (DOODLE) and Open SUNY + Campus Pilot team lists were used as a conduit for the survey. Martha Dixon, Director of DL and Alternate programs at Erie Community College, and Chair of DOODLE sent the link to group members. Kim Scalzo, Executive Director of Open SUNY, invited the researcher to make an announcement about the study at a Campus Pilot team meeting in February 2015, and sent the survey link to the group members. In total, a link to the survey was sent to roughly 100 members of these groups and posted to the DOODLE and Open SUNY+ Campus Pilot Teams' Learning Commons.

Comprehensive and random sampling techniques need a large sample size to be effective and this is too time-consuming for a more in-depth interview. Instead a

purposeful selection was used to choose institutions to be interviewed in order to obtain

the perspectives of multiple institutions within SUNY and provide representativeness

(Maxwell, 2005). Purposeful sampling is a non-probability sampling technique in which

the researcher or key informant makes a judgment about which sites are selected for a

study in order to represent variables which affect participant responses (Bogdan &

Biklen, 2007; Kuzal, 1999; Patton, 2002). This maximum variation sampling technique

allows a researcher with limited resources to study typical institutions chosen from each

variable (Creswell, 2013; Patton, 1980, 2002). Representation was sought across the

SUNY institution types (university centers, university colleges, technology colleges, and

community colleges) and geographic areas as well as institutions chosen to pilot Open

SUNY + offerings available in January of 2014 and those who were not pilot schools. An

Introductory Invitation Letter was sent to the SUNY Directors of Online Learning

Environments (DOODLE) and several others who were identified as having the best

information available to answer research questions via an interview (Hancock &

Algozzine, 2006). After all respondents who opted in were interviewed, there were

obvious gaps where particular demographics were not represented in the sample and

personal phone calls were then made from the SUNY DOODLE list. The interviews were

conducted in a systematic and consistent way (Gay et al., 2009). Various communication

methods were used in collecting interview data including: phone and video conferencing,

campus visits, email and document sharing.

  The research participants were treated anonymously; any identifying information

about individuals such as names and places avoided. To ensure confidentiality interview

participants were coded and any mention while collecting, analyzing, and reporting data

was refer to by code only. Participants were advised that their names and other identifying information would not be used.

Transcripts of recorded interviews were typed using word processing software so they could be further analyzed (Kvale, 1996). The transcriptions provide corrected memories of what transpired and allow for examination and re-examination of what was said in order to counter the possibility of researcher bias (Bryman, 2012). Following the framework of data analysis explained by Merriam (2009), open coding was used to identify common themes in the interviews. In this close examination of the data discreet phenomena was named, categorized, and compared in order to note similarities and differences (Strauss & Corbin, 1990). In this highly creative coding method there were no pre-determined categories for data analysis; categories arose as common themes emerged from review of the transcripts (Bogdan & Biklen, 2007).

With no proposition articulated for this study, the multiple-source data were worked from the ground up after being collected and sorted because in grounded theory categories are developed after data collection takes place. The first goal was to see how the research questions were answered (Hancock & Algozzine, 2006). Then using inductive analysis of the response data, recurring patterns or themes were identified (Merriam & Associates, 2002).

Resources

People

The primary researcher had support of SUNY leadership; this research is not part of any evaluative criteria for employment, but it is a component of researcher's Professional Development Plan. Anonymous key informants from various SUNY

capacities were asked if they would be willing to be interviewed or provide names of others who might fill a demographic need.

Places

Most institutional representative interviews were done virtually in order to provide as much flexibility to interviewees as possible, minimize travel time, and time away from work. Low-cost communication options such as Skype and Face Time were used for these interviews.

Technology

The researcher had access to several computers, an external hard drive and a digital recording device; the dissertation materials and working draft were stored on several external media drives. Survey Monkey, an anonymous online survey tool was used to provide access to the modified Survey Questionnaire. NVivo, a software program was used for collating the qualitative data as it could safely store and map study documents behind a password (Walsh, 2003) as well as assist in analyzing the textual data into themes and patterns (Suter, 2012).

Summary

This qualitative case study explored the shared phenomenon of Open SUNY, a change in strategic priorities for the SUNY system from multiple perspectives. Case study methodology provides information about how meaning is made by individuals in a particular real-life situation. Various sources of data were used such as: documents, one-on-one interviews, and a survey questionnaire. A grounded theory approach to data analysis was used after data collection to sort and categorize responses in order to answer the research questions; these results are presented in a narrative form in Chapter 4.

Chapter 4

Results

Overview

The rollout of Open SUNY, a shift in strategic priorities announced by the State University of New York is unlike anything that has ever been done before. Because no research existed to guide the initiative, there was a need to investigate and describe the efforts in order to learn how individual campuses made their decisions.

The chapter presents the findings that arose from analysis of the data gathered during this research project. Background information is given about the study population and sample size. How the semi-structured interviews and survey was conducted is discussed as well as data analysis methods. A summary wraps up the chapter.

Implementation

The goal of the study was to observe the phenomenon of a large university system shifting its strategic priorities and document stakeholder experience. Data collection took place between December 2014 and May 2015. Case study analysis presents the researcher with text as data and so multiple sources were analyzed in order to satisfy the principle of triangulation and test the validity of the conclusions (Suter, 2012). The research findings reported in this chapter are based on analysis of the following data sources: documents, reports, news, semi-structured interviews, and survey responses.

Environment and Population Sample

The setting was the 64 individual institutions which make up the State University of New York (SUNY) system. Ten representatives from various SUNY institutions participated in one-on-one semi-structured interviews with the researcher (see

Appendices F & G). The ten institutions included two university centers, three university colleges, one technology college, and three community colleges. Rural, urban and metropolitan campuses were included in the sample as was representation from geographically diverse areas of New York State. The role of interview respondents at their institution was 60% professional staff, 40% administrative staff, and 30% reported they were also faculty; many coordinated online programs or were instructional designers/technologists.

A link to the online survey questionnaire (see Appendix C) was sent to roughly 100 people that included members of the SUNY Directors of Online and Distance Learning Environments (DOODLE) and Open SUNY+ Campus Pilot teams. The survey was administered to expand on and give more detail to the data set (Bryman, 2012). No information was collected about the geographical distribution of the respondents to the online survey questionnaire; the role at their institution was 47% professional staff, 27% administrative staff, and 40% reported they were faculty. A total of 32 completed surveys were received for a 32% response rate.

The total sample size was 42 subjects and all SUNY institution types were represented in both the interviews and survey results (see Table 3). In the semi-structured interviews the community colleges were slightly underrepresented and the university colleges slightly overrepresented. In the online survey questionnaire the community colleges and university centers were slightly underrepresented and the university colleges significantly overrepresented. The factors described above had no bearing on the study conclusion.

Table 3

Distribution of SUNY Institution Types

	SUNY actual distribution	Interview representation	Online Survey representation
University Centers and other Doctoral Degree granting institutions	20%	22%	10%
University Colleges	20%	33%	43%
Technology Colleges	12%	10%	10%
Community Colleges	45%	33%	37%

Documents provide another source of information and were used to augment interview and survey data (Hancock, 2006). The SUNY administration voice is represented by its own message gleaned in reports and presentations such as the SUNY Center for Online Teaching Excellence (COTE) Summit held in Syracuse, NY in the spring of 2015 (http://opensunycotesummit2015.edublogs.org/2014/10/25/12th-annual-sln-solsummit-2/).

No participant self-disclosed that they had any knowledge of Open SUNY prior to the Chancellor's January 2013 announcement; some respondents acknowledged the reuse of some concepts and or definitions from previous visioning processes at SUNY. Of the 42 participants, only one is known to work for SUNY administration, and two self-disclosed that they sat on committees/task forces related to Open SUNY since March 2013.

Data Collection Procedures

Various data collection techniques were employed to maximize the trustworthiness of the research. Individual semi-structured interviews were the primary data source because they allowed for probing questions, in a natural setting, in order to gain a deeper understanding of the research questions. Subsequent online survey questionnaires and document reviews assisted in corroborating or contradicting the interview data.

Individual relationships with potential interview respondents were developed during the year preceding data collection at SUNY-wide events and professional development opportunities. Once IRB approval was received from both SUNY and NSU, individual telephone calls were made to seek participants from various SUNY institutions around the state. Appointments were made and data collection interviews took place in person and by phone from January to May 2015. The interviews were recorded in a secure location and took approximately an hour. The original recordings are stored on a secure external drive.

Distribution of the online survey questionnaire was met with some initial resistance, but eventually it was sent through groups such as the SUNY Directors of Online Distance Learning Environments (DOODLE) and Open SUNY administration via email groups. Additionally the link was posted by several people to the SUNY Commons, a virtual place for students, faculty and staff to find opportunities and establish and cultivate connections (http://commons.suny.edu/wp-content/uploads/2013/12/Wizard-2013-SLC-a-central-resource.pdf).

Confidentiality

The online survey questionnaire was anonymous. Each interview participant was treated anonymously. During semi-structured interviews respondents described their experience and perceptions of the initial rollout of Open SUNY individually, but are presented as a broader collection of voices (Gubrium, Holstein, Marvasti & McKinney, 2012). It was made clear by both researcher and respondent that participants did not speak for their institution.

Interview transcripts were created and provided to respondents for any corrections or deletion of items before they were coded. No use of names, roles, locations or other identifying comments were recorded or reported; participants' confidentiality was maintained by using a code list to keep individual references away from the actual data.

Evaluation

Data Analysis

All data were added to an NVivo software project which assisted in the coding process. Interview and survey data were aggregated in one relational database where the column represent data attributes and the rows contain the data values; this allowed for easy data retrieval and reassembling to see various comparisons.

The constant comparative method which is derived from grounded theory was used to analyze and code the interview and survey data. Data collection using the constant comparative method involves interplay between the researcher, the data and developing theory (Johnson & Christensen, 2014). The aim of the survey and interview data analysis was to generate patterns (Gubrium, et al., 2012). First each survey and interview question was reflected on to look for links which became salient or essence-

capturing codes (Salada, 2013). These codes were examined further into analytically similar and different patterns (Fowler, 2009). The patterns that arose were analyzed and then reanalyzed into distinct themes. Case studies seek rival interpretations as well because those contradictions are important to address in any high-quality data analysis (Yin, 2009).

Discussed below are perspectives on the definition of Open SUNY as a way to define stakeholder understanding, followed by descriptions of the delivery of online courses before and after the Open SUNY announcement. Finally a discussion of how the nine components of Open SUNY have manifested across the study participants' campuses will round out the data analysis.

SUNY's Definition of Open SUNY

When the general announcement of Open SUNY came in early 2013, the timeline for unveiling it was January 2014 with a launch set for September 2014. Open SUNY was a plan to make online-enabled learning seamlessly available to SUNY students across the state. The idea would be that the 10,000+ online course sections would be aggregated in one place along with fully online degree options. In January 2014 eight fully online degree programs were designated Wave I Open SUNY+ partnership programs at six SUNY campuses (see Appendix I). These Wave I partnerships were a way to test proof of concept for Open SUNY resources and supports.

The announcement of Wave II partnerships happened during the data collection period in January of 2015. This increased the Open SUNY+ school participation to 19 with a total of 63 fully online Open SUNY+ programs (see Appendix J). Additionally 12,000+ fully online courses are aggregated on the Open SUNY website

(http://open.suny.edu/about/facts/). The Open SUNY resources and supports are

illustrated by Figure 1.
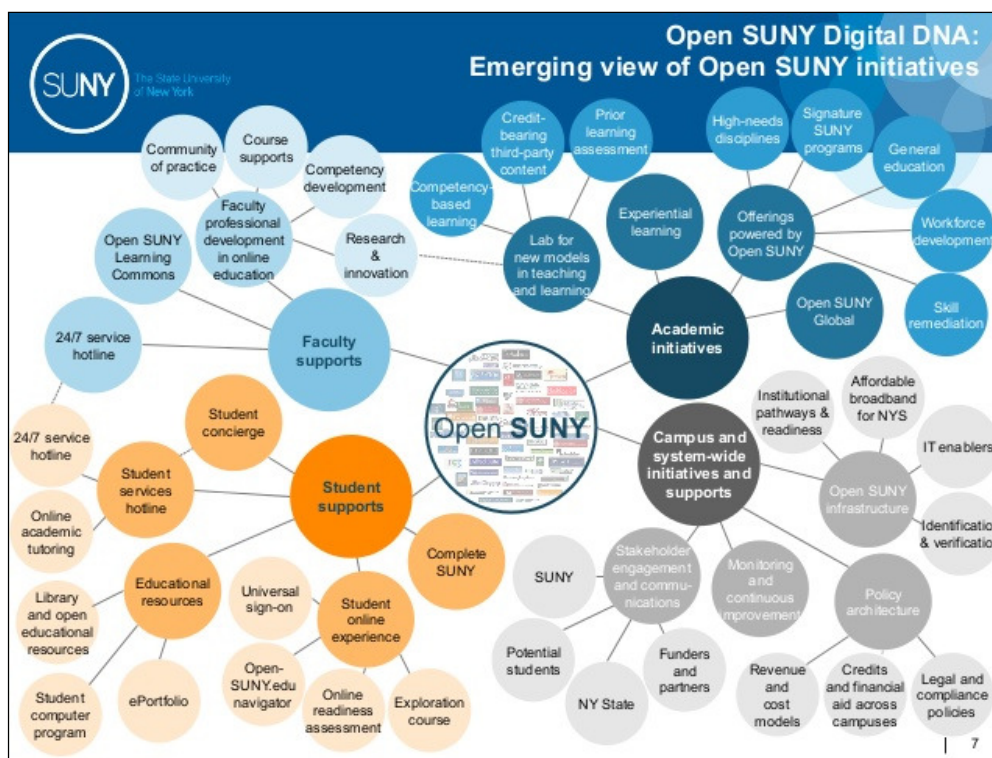
Figure 1. Open SUNY Digital DNA. This figure illustrates Open SUNY initiatives as of

spring 2015.

This DNA snapshot of Open SUNY as of January 2015 consists of four broad

concepts: student supports, faculty supports, academic initiatives, and campus/system-

wide initiatives and supports (http://www.slideshare.net/alexandrapickett/the-open-suny-

course-quality-review-oscqr-rubric). The student supports encompass: educational

resources, student services hotline, student concierge, student online experience, and

complete SUNY. Faculty supports are: professional development in online education, the

SUNY Learning Commons, and 24/7 service hotline. Academic initiatives include:

experiential learning, offerings powered by Open SUNY, Open SUNY Global, and labs

for new models in teaching and learning. Campus and system-wide supports and initiatives combine stakeholder engagement and communications, the Open SUNY infrastructure, policy architecture, monitoring and continuous improvement.

Interview Respondents Definition of Open SUNY

When asked how they define Open SUNY there was a wide range of answers. The answers fell into four broad themes: rebranding, access, support for online teaching and learning, and shared connections. Several respondents knew there had been many changes during the development of Open SUNY and so answered for only what they perceived it was during the data collection period in the spring of 2015.

Rebranding was the theme heard many times, Open SUNY is the SUNY Learning Network (SLN) growing up a bit and evolving. A full 40% of respondents defined Open SUNY as the group SLN used to be.

Great things are happening across the system and there is a need to connect them together from the perspective of students because the marketplace is so wide. One respondent defined this opening of the system as a way for SUNY to reach out to students who have not as yet been able to take advantage of the SUNY system. This theme called access was echoed by 70% of the respondents. Students will be able to take courses at various SUNY institutions in order to meet their scheduling needs seamlessly, which will level the playing field for students no matter where they are geographically located. Online programming mitigates access issues.

Interview respondents unanimously agree that Open SUNY is defined as support for online teaching and learning. It is about leveraging the power of SUNY to expand online programs and access to targeted online programs. From an institutional

perspective this support could mean the Institutional Readiness Process, a self-evaluation to help gauge readiness towards expansion of online offerings. For a faculty member, support comes in the form of training, professional development, and course review. Student support is a simplified process to see what online courses are out there to fit their needs as they navigate degree completion.

Shared connections or making use of the power of 64 campuses can benefit everyone. Institutionally, a definition oft expressed is *systemness* or harnessing the SUNY size to choose a resource that can be shared, which could have the effect of bringing down costs for everyone. These shared technical resources, as well as shared education resources are also creating SUNY-wide conversations about what constitutes best practices.

The data that seemed to contradict the majority are listed here. Open SUNY had a rough beginning after the initial information came out; confusion was created as people weren't sure if it was about MOOCs or online courses. Some stakeholders equate *open* with *free* and feel Open SUNY is a misnomer. Several participants spoke of Open SUNY as an unfunded mandate as there was no new money attached; things need to be developed out of existing resources.

Online Course Delivery pre-Open SUNY

Most of the interview participants reported having online courses before the Open SUNY announcement. One responded that they always had online courses, faculty development, help desk support, and a course refresh process. From the respondents who declared numbers, the low end was 75 online courses per year and the upper end was 300+ per year. Participants reported several fully online degree programs on their

campuses and online courses for students in many degree programs. Schools with membership in the SUNY Learning Network (SLN) could access faculty and staff training and professional development. Some of the challenges expressed by respondents were that only individual courses at departmental discretion were offered with no plan for online growth; one described online learning as a "free-for-all" with no required faculty training.

Institutional Response to Open SUNY

Interview answers about perceived institutional response to Open SUNY varied. Some schools had heard about Open SUNY ideas from a past president and so it did not come as a shock. Many expressed that if Open SUNY engaged students who otherwise couldn't come to college that would be wonderful. For some there was a passive response due to being strategically driven, for some there was skepticism or no notice due to lack of (or desire for) an online program, and others adopted a wait and see attitude about how Open SUNY would affect them. One upper level administrator caught on to the message and put together institutional committees to look at online learning in order to put things in order on their campus. Several respondents reported that they put programs forward for Open SUNY + that were not accepted and that their institutions had pulled back a bit; some institutions they were determined and began the Institutional Readiness Process of self-evaluation in order to re-apply in the future.

New Offerings since Open SUNY Announcement

A majority of the interview respondents (66%) said there were no new programs as a direct result of Open SUNY. Programs that were in the works or already in place

have become Open SUNY + programs. Growth in online learning was already a strategy at 77% of respondent institutions before the Open SUNY announcement.

One third of interviewees reported new offerings. One campus reported a new online program in collaboration with another campus. Three campuses said programs for high needs areas that are in the works are a result of administrators getting behind the Open SUNY announcement.

Online Course Delivery post Open SUNY

There were a total of 25 responses to this question from interviews and surveys. A majority (18) said there was no change in online course *delivery* since the announcement of Open SUNY. Four of the respondents said that was because they had been doing everything through SLN or were in the Open SUNY mindset already.

Of the schools that perceived change they reported: collaboration between schools and between different departments within schools, quality online course delivery, the addition of Open Education Resources (OER), conversations about best practices, the addition of student services, and greater awareness of the power of online at their campus. It was noted that several administrators, professional staff, and faculty had been drafted to support Open SUNY and SUNY Central when it was felt there was significant work that needed to be done to improve their own campus' existing online programs.

Respondents noted that they felt a lot *about* online teaching and learning at their organization had changed significantly post Open SUNY. First many institutions engaged in the self-reflective Institutional Readiness Process. Even schools that had been doing *all the right things* felt there was room for improvement and that it was important

to identify areas of strength and weakness. Institutional Readiness self-evaluations have also shifted some institution's approach to growth.

Open SUNY has helped campuses recognize a number of things missing in their faculty and support structures. Many participants report that they now have quality online courses developed and delivered with order and a standard of excellence that did not previously exist. One tool mentioned several times was the rollout of the Open SUNY Course Quality Review (OSCQR) Rubric.

OSCQR was created by an internal team, vetted by stakeholders and is based on a community of inquiry model, research, and online teaching and learning best practices. The rubric is non-evaluative and does not provide a score. Instead it provides a gap analysis with an estimate of the time needed for a developer to make the course improvements. The OSCQR rubric is open, has a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International license (http://commons.suny.edu/cote/course-supports/) and can be customized. Each SUNY campus will have a dashboard to automatically generate rubrics and show their status.

SUNY Board of Trustee Open SUNY Components

In March 2013, the SUNY Board of Trustees agreed that Open SUNY would consist of nine components. Broadly described they are: expand online programs to meet workforce development needs, expand online credit-bearing education, support faculty use of emerging technology such as MOOCs, support for student access to online courses, make Prior Learning Assessment available network-wide, identify best practices and provide professional development opportunities, explore Open Education Resources,

support for faculty and students in expansion of online programs, and promote a learning commons for communication and resources.

Both survey and interview respondents were asked how their institution was meeting those components to the best of their knowledge. There were a total of 27 responses: 18 from surveys and nine from interviews (see Appendix K).

Workforce Needs and Development

Respondents were asked whether their institution created or expanded online programs to meet workforce needs and development and 63% reported that they had and 22% said no. Many were quick to add that it was common practice to grow programs based on employment forecast and this was not a direct result of Open SUNY. Some colleges shy away from using the phrase workforce development because they consider professional development programs workforce development. New programs in high needs areas such as nursing, computer information technology, quality assurance, entrepreneurial studies and criminal justice were reported across all four types of SUNY institutions.

Experiential Learning

The question posed was whether their institution had developed online credit-bearing experiential education opportunities and 33% did not know. Some reported that individual faculty embedded these experiences in their class all the time and that this was nothing new. While almost 50% said nothing new had been developed, many reported that this was being talked about or in the works.

Emerging Technologies

Respondents were asked whether their institution supported faculty training in emerging technologies such as Massive Open Online Courses (MOOCs). Emerging technologies is a catch-all phrase, but at the time of the Open SUNY announcement MOOCs were exploding on the educational scene and named in the Board of Trustee document. Over half (56%) of respondents reported there was no institutional support for MOOCs. For the 42% who reported support for MOOC exploration, this ranged from professional development funds to take a MOOC as a student or attend a presentation/workshop, to institutional support for development and rollout of a MOOC on their campus. Much emerging technology training and support is available across the SUNY institution types and respondents mentioned: VoiceThread, Collaborate, and mobile learning.

Prior Learning Assessment

Respondents were asked whether their institution offered Prior Learning Assessment (PLA). This was defined as credit for learning and competencies gained from experience outside a traditional academic setting. A quarter replied yes. Evenly divided were those who did not know (37%) and those who said no (37%). Several schools underscored the importance of PLA for students to complete degrees and it was being discussed and or implemented soon in their institutions.

SUNY Center for Professional Development (CPD)

Respondents were asked whether their institution promoted and participated in the SUNY Center for Professional Development. A small number (12%) were unsure and 88% reported yes. Several campuses report they have faculty who teach for CPD or

professionals/staff on their Advisory Board. Many reported that they never have enough CPD points to pay for the amount of training desired on their campus (points are allocated to schools based on membership).

Open Education Resources (OER)

The question posed was whether or not respondent's institution had explored the use of Open Education Resources (OERs). These were defined as learning materials that are freely-accessible and or openly-licensed. While a quarter reported no or they were unsure, 72% responded yes. Many campuses promote their use, and several campuses are beginning to use open textbooks in courses. An Introduction to OER course is being offered online through SUNY CPD that several respondents have heard others have taken.

Support for expansion of online programs

A question was asked whether respondent institutions had policies and practices in place or in development to support faculty and students in the expansion of online degree programs. There were few who were unsure (7%) and said no (8%); overwhelmingly respondents said yes (85%). Answers ranged from those just developing strategic plans to those who have had online programs for 15+ years. There is broad support reported for faculty wishing to teach online, including professional development, course development stipends, one-on-one consultations with designers, and course quality assessment. Many reported they had procedural manuals to guide program development and policies and practices to manage and assess existing programs.

SUNY Learning Commons

Respondents were asked if their institution promoted the use of the SUNY

Learning Commons. Just over a third (35%) replied yes and 46% said no. People who

are on SUNY-wide committees or task forces receive communication and become

familiar with the interface. From a user perspective it was reported that the Commons is

hard to navigate, it nets thin results, and there is minimal interaction for weeks. One

respondent reported that while the Commons was a sincere effort to provide a place for

people to share and host, it was not the best tool. There is a sense that as it improves more

people will use it.

Summary

This chapter described the implementation of a research study about stakeholder

experience of the roll out of a new strategic initiative called Open SUNY. It represented

the findings from document collection, online surveys, and semi-structured interviews

sampled across the 64 institutions that make up SUNY. Results are interpreted and

evaluated in the discussion in Chapter 5.

Chapter 5

Conclusions, Implications, and Recommendations, and Summary

Overview

   The five research questions are addressed in the conclusion section. The implications arise upon examination of the conclusions. Recommendations follow for institutions who are thinking about making shifts in their strategic priorities across a university system. Future research suggestions are given.

Research Questions Answered

Research Question 1: What are the precedents that guided the plan for Open SUNY?

   This question was answered through the dissertation literature review as well as review of relevant SUNY documents. Online education began at SUNY in 1994 at Empire State College. That same year, using a grant from the Sloan Foundation, SUNY launched the SUNY Learning Network (SLN) to support institutions who wanted to offer online courses. SLN emerged at Empire State College to provide training in online teaching and learning and course design as well as Learning Management System (LMS) hosting for campuses. SLN aggregated the SLN-sponsored online courses offered across SUNY's 64 campuses so students could see what courses were available and get information about how to register for a course that was offered at another campus.

   Open SUNY was articulated first in The Power of SUNY strategic plan developed in 2010 (https://www.suny.edu/media/suny/content-assets/documents/powerofsuny/SUNY_StrategicPlan.pdf) as a way to build on current open and online initiatives across SUNY and provide students access to flexible and affordable coursework no matter where they live. Open SUNY appeared next in 2011

during SUNY Empire State College's 2025 strategic planning process where it was announced they would establish Open SUNY by staff reorganization and a one-time cash investment; Open SUNY would be a new division. SUNY Chancellor Nancy Zimpher communicated the Open SUNY goal in her 2012 State of the University Address. Open SUNY consists of nine components agreed to by the SUNY Board of Trustees on March 2013 that are further articulated in research question 3 below.

Research Question 2: What new offerings are being proposed and/or have been implemented as a result of the Chancellor's stated goals?

This research question was answered using all the data: document review, interviews and survey results. Growth in online learning was a strategic goal across many SUNY campuses before Open SUNY and so many of the programs and courses that have been developed in the last several years were already in the works ahead of the announcement. There are new online courses and programs being offered in the areas of high-need as established by government employment data and industry growth figures. Collaborations are happening between campuses, particularly the community colleges and the comprehensives who can take students to bachelor degree completion.

Open SUNY has brought nearly a third of SUNY's 64 campuses into Open SUNY+ through Wave I and Wave II pilot partnerships since January 2014. Currently there are 63 fully online programs in Open SUNY partnerships. These pilots enabled Open SUNY to test system-wide initiatives and supports. These include supports for students such as concierge and educational resources as well as supports for faculty such as training, course development, and hotline services. Academic online initiatives include experiential learning, Open SUNY global, and labs for testing new models in teaching

and learning. System-wide supports include the Open SUNY infrastructure and policy architecture.

Research Question 3: How are each of the parts of the strategic plan implemented as a result of the Chancellor's stated goals?

All the data sources were used to answer the question about how the components of the strategic plan were implemented across the SUNY system. There were nine components agreed upon by the Board of Trustees and all of them have been implemented to one degree or another.

The first is the creation and expansion of online programs to meet workforce needs and workforce development which has been occurring across the SUNY system as a strategic mission of many institutions. Growth is happening in this area, whether to meet areas deemed high needs by the state, or in order to offer graduate programs that assist students in preparing for greater job opportunities. New programs were reported developed in nursing, medical technology, alternative energy, computer information technology, entrepreneurial studies, quality assurance, business, and criminal justice.

The second and third components of Open SUNY have definitions that are not universally understood: online credit-bearing experiential learning and prior learning assessment (PLA). Experiential learning is commonly referred to as skill-based education or application of knowledge in a relevant setting such as an internship; a second definition is learning that occurs outside the traditional academic setting. PLA has been offered by Empire State College regionally across the State of New York and is a way for students to earn college credit for non-traditional learning. PLA credit is sometimes called Experiential Learning. PLA and Experiential Learning are the two Open SUNY

components that were the most frequently reported to be in the discussion stage or in process on campuses at the time of data collection.

The remaining six components are manifesting from Open SUNY outwards through the use of existing systems, as system-wide conversations, and through various initiatives. These six are: support for training in emerging technology such as Massive Open Online Courses (MOOCs), support for student access to online courses and programs, development of a research initiative to identify best practices and professional development, exploration of Open Education Resources (OERs) in order to promote innovation and lower cost, development of policies and practices in support of online degree program expansion, promotion of a learning commons to facilitate communication and the use of online tools.

MOOCs have been explored not only by SUNY campuses, but by faculty members wishing to enroll in one to see how they work or for professional development in particular content. The MOOC development has been funded through competitive grants such as SUNY's Innovative Instruction Technology Grants (IITG) which are open to SUNY faculty and support staff. MOOCs have been offered in Computational Arts, Creativity, Metaliteracy, and Mastering American eLearning.

Support for student access to online courses and programs happens in various ways on campuses across the system, but also on the Open SUNY website. The Open SUNY website (open.suny.edu) provides access to information about online learning, aggregates Open SUNY + fully online programs, and lists individual online courses available across the SUNY system. Additional student support on the Open SUNY website include an online learning readiness guide and financial planning resources.

The Open SUNY component about development of a research initiative to identify best practices and professional development was present in the SUNY system before the Open SUNY rollout. The SUNY Learning Network and Empire State College had been leaders in the development of best practices in online teaching and learning. In 1989 the SUNY Center for Professional Development (CPD) was established as a centralized resource for training in technology-related activities. The Open SUNY Center for Online Teaching Excellence (COTE) was launched in order to connect online practitioners across the SUNY system and to provide training to promote excellence in online teaching and learning. The COTE community includes researchers, faculty, instructional designers and technologists.

The exploration of OERs has been on-going in various ways, from hit and miss faculty experimentation to the creation of task forces and faculty and staff training courses. The SUNY Center for Professional Development offers a five-week fully online course called Introduction to Open Education Resources. An Open Textbook initiative is an Innovative Instruction Technology Grant (IITG) funded project that as of spring 2015 had ten completely open college textbooks in various topics including Native Peoples of North America, The Information Literacy Users Guide, and Introduction to the Modeling and Analysis of Complex Systems. This initiative averages 938 textbook downloads a month. The continued experimentation and inclusion of OER lowers the cost of education which will provide access for more students.

The development of policies and practices in support of online degree program expansion is a component met by the Open SUNY Institutional Readiness process. This is a mechanism which engages campus leadership in a self-assessment process to

determine their institution's preparedness for online-enabled course delivery. Through the process campus online program quality is evaluated, support is given for expansion of online programs, and determination of the benefits to campuses of participation in Open SUNY are explored. The Open SUNY Institutional Readiness process is meant to improve processes and policies at SUNY campuses regardless of what stage the institution is at relating to online-enabled course delivery.

The last of the nine components is the promotion of a learning commons to facilitate communication and the use of online tools. Called a *network of networks*, the commons was an outcome of the SUNY Strategic Plan established by the Innovative Instruction Transformation Team in 2011. The SUNY Learning Commons is for both learners and educators to create communities of interest and communities of practice. In its current iteration it is being used for communicating, sharing and accessing resources, collaboration, and experimentation of tools and best practices by SUNY faculty and staff.

Research Question 4: How are each of the parts of the Horizon Report implemented in the various initiatives?

The Horizon Report has been published by the New Media Consortium (NMC) each year since 2004. The NMC is a community of universities, colleges, museums and research centers that investigates the use of new media and technologies for use in teaching, learning and creative expression (www.nmc.org). Each year since 2004 it has considered six trends in technology that are predicted to have the largest impact on universities and colleges during the five years following publication.

In 2013 when the Board of Trustees announced approval of Open SUNY, the six trends driving education named in the NMC Horizon Report were: openness, workforce

demands, alternate forms of content delivery, interest in use of data to inform practice, acknowledgement of informal learning, and a shift to online education paradigms (www.nmc.org/pdf/2013-horizon-report-HE.pdf). Open SUNY, an intentional shift in strategic priorities towards growth in online programming meant to increase access for students and enrollment for SUNY was trending. Open SUNY initiatives would consider workforce demands, alternative forms of content delivery such as MOOCs, and offer experiential learning and prior learning assessment as acknowledgment of learning outside traditional academic settings. It would use research and best practices to support teaching, and analytics and assessment to monitor student progress.

The data collection occurred in the spring of 2015. The NMC 2015 Horizon Report named six trends, and they are still reflected in the components of Open SUNY (cdn.nmc.org/media/2015-nmc-horizon-report-HE-EN.pdf). The two long-term trends: cross-institution collaboration and advancing cultures of change and innovation; the mid-term trends of focus on measured learning and the proliferation of Open Education Resources; and the short-term trends of increased use of blended learning and redesigning learning spaces are all represented in aspects of Open SUNY. Open SUNY remains relevant and cutting-edge.

Research Question 5: What are the valuable take-aways to be shared across SUNY campuses and academia in general?

Take-away one: *Inclusiveness* emerges as an important theme. Open SUNY represents opportunity at various levels for diverse needs to be met for students, practitioners and institutions. Students from various backgrounds and geographic areas will have access to quality online college courses and programs. Practitioners are offered

support and professional development; their input on committees, taskforces and in the
SUNY COTE community of practice is encouraged. Institutions are offered support and
self-assessment tools for new as well as seasoned online programs; they are encouraged
to participate in Open SUNY initiatives. Inclusiveness does not always guarantee
inclusion for everyone on every committee, initiative, or in every pilot.

Take-away two: *Systemness* as a theme was articulated by Chancellor Zimpher
her 2012 State of the University Address
(https://www.suny.edu/about/leadership/chancellor-nancy-zimpher/speeches/2012-sou/).
While each campus celebrates uniqueness, the power of the system can be leveraged to
share resources and bring down individual costs. An example of this: is the SUNY
Learning Network (SLN) is subsumed in Open SUNY, but Open SUNY is more than a
rebranding of SLN. Open SUNY is taking advantage of in-house experience and making
use of and expanding existing systems such as SLN and SUNY Center for Professional
Development in an effort to fulfill the vision of becoming the U.S.' most comprehensive
distance learning environment.

Take-away three: *Openness* is a key theme in implementing change on such a
scale and communication to stakeholders is paramount. Although the information about
Open SUNY has been openly available, not everyone has a clear understanding of what
Open SUNY is. In consideration of the reliance placed on the SUNY Learning Commons
for communication as well as content repository, Open SUNY should ask stakeholders
how it is working for them. This report indicates that it is not always working in the
manner intended; it is recommended that Open SUNY reconsider the interface they have
chosen. Because the Learning Commons is such a linchpin of the whole endeavor it is

paramount that stakeholders are able to access the groups and content they need in an

efficient manner. The Commons itself is not very "open."

Conclusions

Organizational Change Theories focus on the processes or effects of change on an

organization. Bolman and Deal (2008) theorize an organizational structural model which

is helpful as a way to decipher from clues in four frames, what the overall picture of an

organization in change looks like (see Figure 2). Their four-frame model comes from

research in the disciplines of sociology, psychology, political science, and anthropology.

Each of the four frames represents a mental model or perspective on the organization:

structural, human resource, political, and symbolic. Using this framework the Open

SUNY change process can be viewed from more than one angle.

Overview of the Four-Frame Model (Bolman & Deal, 2008)

| | FRAME | | | |
	STRUCTURAL	HUMAN RESOURCE	POLITICAL	SYMBOLIC
Metaphor for organization	Factory or machine	Family	Jungle	Carnival, temple, theater
Central Concepts	Rules, roles, goals, policies, technology, environment	Needs, skills, relationships	Power, conflict, competition, organizational politics	Culture, meaning, metaphor, ritual, ceremony, storeis, heroes
Image of Leadership	social architecture	Empowerment	Advocacy and political savvy	Inspiration
Basic leadership challenge	Attune structure to task, technology, environment	Align organizational and human needs	develop agenda and power base	Create faith, beauty, meaning

Figure 2: The Bolman & Deal Four-Frame model. Reprinted from *Reframing organizations: Artistry, choice and leadership* (p. 18), by L. Bolman & T. Deal, 2008, San Francisco, CA: Jossey-Bass.

The **structural** frame focuses on social architecture, the rules, roles, policy and technology. Barriers to change within the structural frame include a general loss of direction and clarity. This played out as Open SUNY was announced without clear definitions or roles in place, leaving some stakeholders confused about what Open SUNY is. Effective change strategies used by SUNY for structural deficiencies included open communication and seeking the involvement of stakeholders at all levels of implementation.

In the **human resource** frame the focus is on relationships, skills, and needs. The largest barrier to change within the human resource frame is fear that manifests as

uncertainty and anxiety. Bringing people together in an arena where issues could be discussed and encouraging participation was a strategy used by Open SUNY to mitigate stakeholder fear.

The **political** frame is about organizational politics, competition, power and conflict which manifest as barriers to change between perceived winners and losers over scarce resources. Open SUNY was a change in strategic priorities with no funding attached to it except in limited ways via grants for innovation. In this frame, tough decisions needed to be made taking into consideration individual interests as well as those of the group and not all campuses could be involved in the initial Open SUNY + pilots. Successful strategies for this frame included open information sharing to dispel rumors and negate miscommunication as well as continual encouragement of stakeholder involvement in initiatives.

The central theme of the **symbolic** frame is meaning, metaphor, and ceremony; its barrier is human's general resistance to change. A strategy to remove the resistance barrier is to celebrate the future. This could be accomplished if Open SUNY could better articulate its goals, objectives, and benefits to all stakeholders. What is the story of Open SUNY and how does it want to be known?

Using Bolman and Deal's four-frames was a useful method to provide a gap analysis of the Open SUNY change process. Respondents generally described the rollout of Open SUNY as successful, although communication about its details did not make it to everyone and there appears to still be confusion about what it is. Most respondents report they received value from Open SUNY regardless of their direct involvement as Wave I or Wave II Open SUNY + programs. Embry (2004) states that in order for change to be

effective it must be aimed at different levels of an organization as well as take into consideration the external environment. The fact that Open SUNY continues to correlate to what is trending in the external higher education environment and is aimed at multiple levels of the SUNY organization bodes well for its continued success.

Implications and Recommendations

The scope of this research project was to describe a shift in strategic priorities in the SUNY system called Open SUNY and document stakeholders' experience. The research sample provided a diversity of institution types and respondents. There was a short window of data collection from January to May 2015, one year after the implementation of Wave I Open SUNY in January 2014. At this stage Open SUNY was still piloting many of its initiatives; this report describes some of the ways in which the nine components of Open SUNY agreed upon by the Board of Trustees in March of 2013 had materialized by May of 2015.

This case study supports that strategic priorities can be changed from the top down without all the structures and policies in place needed to implement that change; inclusion of stakeholders in the creation of initiatives and policy offered a wealth and diversity of experience to draw upon. Institutions who are thinking about making shifts in their strategic priorities across a large system should consider whether the expertise and skills needed to make the change happen exist in-house and whether or not they are able to expand on existing systems. Opening clear lines of communication provides information to stakeholders and keeps fear and gossip at bay. Bringing stakeholders into the process creates community-building and ownership of the change process and its outcomes.

Since data collection for this investigation took place early in this organizational change process, further research could provide descriptions of Open SUNY collaborative efforts across the system. More research about how Open SUNY strategies affected individual campuses as well as the performance of the SUNY system as a whole would be important. From a business perspective, further research could measure whether enrollment projections panned out and whether stakeholders' economic investment correlates to added value for their campus and the SUNY system. Most important, the investigation did not include student's experience and so it is recommended that future research include finding out from students, the ultimate stakeholders, what their experience of it was and what impact Open SUNY had on their educational goals.

Summary

Higher education faces many challenges including declining enrollment, higher employee, building, insurance, and operational costs. Creative ways to leverage technology in order to save money and increase enrollment will be necessary for higher education to survive in this new marketplace. Leveraging technology to offer coursework online at times which are more convenient to students has the potential to grow enrollment. These online courses provide educational access to students who have been unable to attend traditional courses offered on campus due to scheduling conflicts and/or work and family life. A new strategic priority by SUNY called Open SUNY attempts to provide access to online courses and fully-online programs in support of degree attainment and completion and to meet workforce and professional development needs.

Open SUNY is a shift in strategic priorities across one of the largest university systems in the country and nothing like it has been done before at this scale. With no

research to guide the initiative it was important to observe and describe this effort. The goal was to observe the roll out of Open SUNY and document the shared experience of its diverse stakeholders.

A qualitative bounded case study was determined to be the most effective way to provide a snapshot of the event. The setting was the 64 campuses that make up the SUNY system. There were five research questions developed for this study about the implementation of Open SUNY. The first question established the precedents that guided the plan for Open SUNY. The second focused on new offerings that were proposed or implemented as a result of the Open SUNY announcement. The third question sought to define how each Open SUNY component agreed to by the Board of Trustees was implemented. The fourth question compared the New Media Consortium Horizon Report trends in higher education with the Open SUNY components. The final research question focused on valuable take-aways gleaned from the initial plan roll out.

In case study research, multiple data sources are used in order to provide triangulation including but not limited to: document collection, conducting interviews and sending out an online survey. A thorough literature review was completed, and four instruments were developed. An online survey was created and made available to respondents, and open-ended interviews were conducted in order to encourage full and meaningful answers based on the subject's perception.

The data were analyzed in order to answer the five research questions. Three themes emerged from the data analysis and guided the report conclusion. These themes were inclusiveness, systemness, and openness. Inclusiveness is a sweeping word that includes everyone and is perhaps the singular reason the rollout of Open SUNY should be

considered successful. While the concepts of Open SUNY were declared, how they would manifest within the SUNY system were not defined. Inclusion of successful SUNY systems and call to action within SUNY teaching, administrative, and research staff opened a rich bank of experience from which to create initiatives and policy. Systemness is a way to make connections, collaborate and share resources in order to avoid the duplication of services and reduce costs. Openness speaks to the important issue of communication. While information about the history of Open SUNY, as well as what it is at present is open and available, most people do not really know what it is. More importantly, they are still unclear about what its value is to them.

The roll out of Open SUNY demonstrated that a large university system could implement new strategic priorities system-wide. It is recommended that further research include the voice of students, the ultimate stakeholders. Future study of Open SUNY could include how collaborative efforts manifest across the system and whether there was a correlation between the time invested in this plan and the perceived value by the institution.

Appendices

Appendix A: SUNY IRB approval

Plattsburgh
STATE UNIVERSITY OF NEW YORK

Karen Case <kcase004@plattsburgh.edu>

COPHS Application 1286: A Big Idea: The Rollout of Open SUNY

Albert Mihalek <mihalean@plattsburgh.edu>   Thu, Aug 21, 2014 at 4:49 PM
To: Karen Case <kcase004@plattsburgh.edu>
Cc: Marianne Wemette <wemettme@plattsburgh.edu>, Michael Simpson <simpsome@plattsburgh.edu>

COPHS determined that your application met the criteria for expedited review, and based on that review, the application was approved.

Please notify COPHS of any changes or problems with the project, and good luck with it.

Appendix B: NSU IRB approval

NOVA SOUTHEASTERN UNIVERSITY

MEMORANDUM

To: Karen E. Case, Ed.S., MAT
        Graduate School of Computer and Information Sciences

From: Nurit Sheinberg, Ed.D.
        2nd Vice Chair, Institutional Review Board

Date: November 6, 2014

Re: *A Big Idea: The Rollout of Open SUNY* – NSU IRB No. Exp.

I have reviewed the revisions to the above-referenced research protocol by an expedited procedure. On behalf of the Institutional Review Board of Nova Southeastern University, *A Big Idea: The Rollout of Open SUNY* is approved in keeping with expedited review category #CATEGORY. Your study is approved on **November 4, 2014** and is approved until **November 3, 2015**. You are required to submit for continuing review by **October 3, 2015.** As principal investigator, you must adhere to the following requirements:

1) CONSENT: You must use the stamped (dated consent forms) attached when consenting subjects. The consent forms must indicate the approval and its date. The forms must be administered in such a manner that they are clearly understood by the subjects. The subjects must be given a copy of the signed consent document, and a copy must be placed with the subjects' confidential chart/file.

2) ADVERSE EVENTS/UNANTICIPATED PROBLEMS: The principal investigator is required to notify the IRB chair of any adverse reactions that may develop as a result of this study. Approval may be withdrawn if the problem is serious.

3) AMENDMENTS: Any changes in the study (e.g., procedures, consent forms, investigators, etc.) must be approved by the IRB prior to implementation.

4) CONTINUING REVIEWS: A continuing review (progress report) must be submitted by the continuing review date noted above. Please see the IRB web site for continuing review information.

5) FINAL REPORT: You are required to notify the IRB Office within 30 days of the conclusion of the research that the study has ended via the IRB Closing Report form.

The NSU IRB is in compliance with the requirements for the protection of human subjects prescribed in Part 46 of Title 45 of the Code of Federal Regulations (45 CFR 46) revised June 18, 1991.

Cc: Dr. Gertrude Abramson
        Dr. Ling Wang
        Mr. William Smith

Appendix C: Interview Informed Consent #1

<div align="center">Interview Participant Informed Consent – Historian</div>

Dear Participant:

Thank you for agreeing to participate in this qualitative case study about the rollout of Open SUNY.

The goal of this study is to observe the phenomenon of the rollout of Open SUNY and document the shared experience of its stakeholders. Participation in this study will help expand the knowledge about how individual institutions made their decisions and it will be important to other large college and university systems that might be considering the implementation of similar policies.

As a participant in this study you will have an interview with the researcher to give your perspective on the history of Open SUNY. The conversation will be audio taped for the records and the researcher is the only one with access to the digital files. Digital files will be kept on a password-protected thumb drive for no longer than 18 months.

It is not anticipated that there are any risks associated with participating in this study. Your participation in this study is voluntary, and you are free to end the interview at any time.

By signing this form I acknowledge that I understand the nature of the study, the potential risks to me as a participant, and the means by which my identity will be kept confidential. I attest that I am 18 years of age or older. My signature on this form also indicates my permission to voluntarily serve as a participant in the study described.

Researcher: Karen Case

Participant: _____ Date: _____

Appendix D: Interview Informed Consent #2

Interview Participant Informed Consent – IR

Dear Participant:

Thank you for agreeing to participate in this qualitative case study about the rollout of Open SUNY.

The goal of this study is to observe the phenomenon of the rollout of Open SUNY and document the shared experience of its stakeholders. Participation in this study will help expand the knowledge about how individual institutions made their decisions and it will be important to other large college and university systems that might be considering the implementation of similar policies.

As a participant in this study you will have an interview with the researcher to explore Open SUNY. The conversation will be audio taped and the file will be destroyed after 18 months. The interview responses will be kept confidential. Your name is not being recorded and will not be attached to the study's final report. You are not required to give any personal information that could identify you to others. The researcher is the only one with access to the digital files. Digital files will be kept on a password-protected thumb drive.

It is not anticipated that there are any risks associated with participating in this study. Your participation in this study is voluntary, and you are free to end the interview at any time.

By signing this form I acknowledge that I understand the nature of the study, the potential risks to me as a participant, and the means by which my identity will be kept confidential. I attest that I am 18 years of age or older. My signature on this form also indicates my permission to voluntarily serve as a participant in the study described.

Researcher: Karen Case

Participant: _____ Date: _____

Appendix E: Survey Questionnaire

Open SUNY Case Study FA 14 Questionnaire [modified]

Open SUNY Case Study Informed Consent

You are invited to participate in a research study about the implementation of Open SUNY. The purpose of the study is to observe the phenomenon of the rollout of Open SUNY, the State University of New York (SUNY) system shifting its strategic priorities, and to document people's experiences of it. You are receiving this because you are a SUNY FACT2 member, an extremely important and unique perspective in your role as a conduit for Open SUNY information to individual campuses. Participation in this study will help expand the knowledge about how individual institutions made their decisions and it will be important to other large college and university systems that might be considering the implementation of similar policies.

This research is being conducted by Karen Case, in partial fulfillment of a Doctor of Philosophy in Computing Technology in Education from Nova Southeastern University, Ft. Lauderdale, Florida.

This online questionnaire is one part of this research study and consists of 20 questions about your institution's participation in Open SUNY initiatives. The estimated time to complete this survey is approximately 15 minutes. Your participation in the questionnaire is voluntary.

It is not anticipated that there are any risks for participating in this study. You have the right to withdraw from this study at any time. You are not required to supply any personal information that could identify you to others. In addition, your identity will remain completely anonymous to the researcher. Responses will be collected using a private account established by the researcher in an online survey program not associated with any SUNY institution. The research report will only contain grouped responses.

If you have further questions about this research, please contact Karen Case at 518-564-4233 or via email at karecase@nova.edu, or the advisor of this doctoral research study, Dr. Gertrude W. Abramson, at 954-262-2070 or abramson@nova.edu.

You may opt out of the questionnaire by closing this link. If you choose to continue and complete the questionnaire, you are giving your consent to participate. You must be 18 years or older to participate in this questionnaire.

Are you giving your consent to participate?

☐ Yes, I agree to continue

☐ No, I am opting out of this questionnaire

NOVA
Institutional Review Board
Approval Date: NOV 0 4 2014
Continuing Review Date: NOV 0 3 2015

Introduction

Thank you for agreeing to participate in this research study about the implementation of Open SUNY initiatives.

Open SUNY is a change in the direction of strategic priorities for the State University of New York (SUNY).

In March of 2013 the SUNY Board of Trustees agreed that Open SUNY would consist of nine components. They are:

1. SUNY will create and expand online programs to meet workforce needs and workforce development

2. SUNY will develop online credit-bearing experiential education opportunities

3. SUNY will support training of faculty wishing to use nascent modalities such as Massive Open Online Courses (MOOCs)

4. SUNY will support student access to online courses and programs, ensuring affordability

5. SUNY REAL, Empire College's prior learning assessment program will be available network-wide

6. SUNY will develop a research initiative to identify best practices and professional development opportunities

7. Strategies such as Open Education Resources will be explored to lower cost and encourage innovation

8. Business policies and practices will be developed to support faculty and students in expansion of online degree programs

9. SUNY will promote a learning commons to facilitate communication and the use of online learning tools

This questionnaire will gather data to answer the Research Question: How are each of the parts of the strategic plan implemented as a result of the stated goals?

Respondent Demographics

2. What type of SUNY institution are you answering for?

○ University Center

○ Other Doctoral-Granting Institution

○ University College

○ Technical College

○ Community College

3. What is your role at your organization? (check all that apply)

☐ Administrative Staff

☐ Professional Staff

☐ Clerical Staff

☐ Teaching Faculty

Other (please specify)

[   ]

Open SUNY Components Agreed Upon by Board of Trustees March 2013

4. Has your institution created or expanded online programs to meet workforce needs and development as a result of the March 2013 announcement of Open SUNY?

○ Yes

○ No

○ Unsure

5. If yes, please describe:

6. Has your institution developed online credit-bearing experiential education opportunities as a result of the March 2013 announcement of Open SUNY?

○ Yes

○ No

7. If yes, please describe:

☐ Unsure

8. Has your institution supported faculty training in emerging technologies such as Massive Open Online Courses (MOOC) as a result of the March 2013 announcement of Open SUNY?

☐ Yes

☐ No

☐ Unsure

9. If yes, please describe:

10. Is your institution offering or thinking about offering MOOCs?

☐ Yes

☐ No

☐ Unsure

11. Has your institution explored the use of Open Education Resources (learning materials that are freely-accessible and or openly-licensed)?

☐ Yes

☐ No

☐ Unsure

12. If yes, please describe:

13. Does your institution have policies and practices in place or in development to support faculty and students in expansion of online degree programs?

☐ Yes

☐ No

☐ Unsure

14. If yes, please describe:

15. How has Open SUNY changed the delivery of online courses at your institution?

[text box]

16. Does your institution offer Prior Learning Assessment (credit for learning and competencies gained from experience outside a traditional academic setting)?

- ☐ Yes
- ☐ No
- ☐ Unsure

17. If yes, please describe how Prior Learning Assessment is made available to your students.

[text box]

18. Does your institution promote and participate in the SUNY Learning Network?

- ☐ Yes
- ☐ No
- ☐ Unsure

19. Does your institution promote and participate in the SUNY Center for Professional Development?

- ☐ Yes
- ☐ No
- ☐ Unsure

20. Does your institution promote the use of the SUNY Learning Commons?

- ☐ Yes
- ☐ No
- ☐ Unsure

Appendix F: Interview Protocol #1

Interview Protocol –Historians [modified]

Opening:

_____, thank you for participating in this case study about the rollout of Open SUNY. I want to observe the phenomenon of the rollout of Open SUNY and document the experience of its stakeholders. Participation in this study will help expand the knowledge about how individual institutions made their decisions and it will be important to other large college and university systems that might be considering the implementation of similar policies.

I am here to learn more about the history and precedents that guided the plan for Open SUNY. This interview should not take longer than 60 minutes and will consist of open-ended questions regarding Open SUNY and its initiatives.

With your consent I would like to audio tape this conversation for my records. The data collected in this study are confidential and I am the only one with access to the digital files. The files will be kept on a password-protected thumb drive for no longer than 18 months. You will be given the opportunity to look over the final product in order to make sure that I have accurately reflected what was said.

I do not foresee any risks for participating in this study. Your participation in this study is voluntary, and you are free to end this interview at any time.

Do you have any questions for me?

Before we start, I would like to get your signature on an Informed Consent form that outlines everything I just said.

Transition:

Let's start with some general questions:

Preliminary questions:

1. How long have you been working for SUNY and in what capacities?
2. How do **you** define Open SUNY?

Research Question 1: What are the precedents that guided the plan for Open SUNY?

3. In your recollection how long had the concept of Open SUNY been in the making before the March 2013 announcement?
4. Can you tell me about what lead up to this announcement?

Research Question 2: What new offerings are being proposed and/or have been implemented as a result of the Chancellor's stated goals?

5. What new offerings have been proposed or implemented by **SUNY** as a result of the announcement of Open SUNY?
6. Can you tell me what aspects of Open SUNY are available at this moment?

Appendix G: Interview Protocol #2

Interview Protocol – Institutional Representative [modified]

Opening:

_____, thank you for participating in this case study about the rollout of Open SUNY. I want to observe the phenomenon of the rollout of Open SUNY and document the shared experience of its stakeholders. Participation in this study will help expand the knowledge about how individual institutions made their decisions and it will be important to other large college and university systems that might be considering the implementation of similar policies.

I am here to learn more about your institution and how it is participating in Open SUNY initiatives. This interview consists of open-ended questions and is expected to take about 75-90 minutes.

With your consent I would like to audio tape this conversation for my records. The interview responses will be kept confidential. Your name is not being recorded and will not be attached to the study's final report. You are not required to give me any personal information that could identify you to others. I am the only one with access to the digital files. Digital files will be kept on a password-protected thumb drive. All respondent data will be destroyed after 18 months.

I do not foresee any risks for participating in this study. Your participation in this study is voluntary, and you are free to end this interview at any time.

Do you have any questions for me?

Before we start, I would like to get your signature on an Informed Consent form that outlines everything I just said.

Transition:

Let's talk a bit about your institution:

Preliminary questions:

7. Here at _____ tell me about the campus and what kind of student population you serve.
8. What do you do at _____?
9. Go back in time and think about the delivery of online courses/distance courses at your institution before the Open SUNY announcement (March 2013). Can you describe that?

10. How do **<u>you</u>** define Open SUNY?

Research Question 2: What new offerings are being proposed and/or have been implemented as a result of the Chancellor's stated goals?

11. When the announcement came out, how did you first learn about it?
12. Please describe your institution's response to the Open SUNY announcement.
    [possible probes]

Research Question 3: How are each of the parts of the strategic plan implemented as a result of the Chancellor's stated goals?

The following questions relate to the nine Open SUNY components that were agreed to by the Board of Trustees in March 2013.

13. What is your understanding of workforce needs and development? Do you know if your institution is thinking about or has created or expanded online programs to meet these needs?

14. What is your understanding of online credit-bearing experiential education opportunities? Has your institution developed these or are they being planned?

15. Do you know about emerging technologies such as Massive Open Online Courses (MOOC)? Has your institution supported faculty training in emerging technologies? Is your institution offering or thinking about offering MOOCs?

16. Do you know if your institution has policies and practices in place or in development to support faculty and students in expansion of online degree programs?

17. In your experience has Open SUNY changed the delivery of online courses at your institution? If so, how?

18. Prior Learning Assessment (PLA) is a process in which students can be awarded college credit for learning that occurs outside of the traditional academic setting. Do you know if your institution offers PLA? If so, how?

19. Does your institution promote and participate in the SUNY Learning Network?

20. Does your institution promote and participate in the SUNY Center for Professional Development?

21. Have you heard about Open Education Resources (learning materials freely available or openly licensed)? Does your institution promote their use?

22. Are you aware of the SUNY Learning Commons? Does your institution promote its use?

Thank you so much for your time. Do you have anything you would like to add? Do you have any questions of me?

Appendix H: Introductory Invitation Letter

<div align="center">Introductory Invitation Letter</div>

Dear _____

My name is Karen Case and I am a student at Nova Southeastern University in Ft. Lauderdale, FL, working on a Doctoral degree in Computing Technology in Education. I am conducting a qualitative research case study on the rollout of Open SUNY.

You are receiving this invitation to participate in this study because you are a member of the SUNY Directors of Online and Distance Learning Environments or have been referred to me by one of the study's key informants.

The purpose of the research is to observe the phenomenon of the rollout of Open SUNY, the State University of New York (SUNY) system shifting its strategic priorities, and to document people's experiences of it. Participation in this study will help expand the knowledge about how individual institutions made their decisions and it will be important to other large college and university systems that might be considering the implementation of similar policies.

As a participant in this study you will have an interview with the researcher to explore Open SUNY. The estimated time of the interview is 60 minutes. Your participation is voluntary.

It is not anticipated that there are any risks for participating in this study and you have the right to withdraw from it at any time. No personal information will be collected and your identity will remain confidential.

Please let me know by return email if you can give about an hour towards this study sometime between October 1 and November 15, 2014. I will make it as convenient as possible for you.

Sincerely,

Karen Case
karecase@nova.edu

Appendix I: Open SUNY+ Wave I Schools

Open SUNY+ Wave I announced January 2014	
6 campuses, 8 programs	
Broome Community College	AAS in Clinical Laboratory Technician
SUNY Delhi	BS in Nursing
SUNY Empire State College	BS in Business, Management, and Economics: Human Resources Management
	BS in Science, Mathematics, and Technology: Information Systems
Finger Lakes Community College	AAS in Tourism Management
SUNY Oswego	Masters of Business Administration
	MBA in Health Services Administration
Stony Brook University	BS in Electrical Engineering

Appendix J: Open SUNY+ as of January 2015

<table>
<tr><td colspan="2" align="center">**Open SUNY+ Wave I & II**
January 2015</td></tr>
<tr><td colspan="2" align="center">**19 campuses, 63 programs**</td></tr>
<tr>
<td>**University at Albany**</td>
<td>MS in Early Childhood/Childhood Education

Curriculum Development and Instructional Technology

MPH – Concentration in Public Health Practice</td>
</tr>
<tr>
<td>**The College at Brockport**</td>
<td>Certificate of Advanced Studies in School Counseling

Liberal Studies (Master of Arts)</td>
</tr>
<tr>
<td>**Broome Community College**</td>
<td>AAS in Clinical Laboratory Technician

Business Information Management, AAS

Histological Technician

Human Services, AS

Computer Security and Forensics</td>
</tr>
<tr>
<td>**Buffalo State**</td>
<td>M.S. in Adult Education

Masters of Music in Music Education</td>
</tr>
<tr>
<td>**University at Buffalo**</td>
<td>Advanced Graduate Certificate, Mental Health Counseling

M.S. in Rehabilitation Counseling

RN to BS in Nursing

University at Masters of Social Work</td>
</tr>
<tr>
<td>**SUNY Canton**</td>
<td>Bachelor of Business Administration (B.B.A.) in Finance

Bachelor of Business Administration (BBA) in Management

Bachelor of Technology in Emergency and Disaster Management</td>
</tr>
</table>

	BTECH Dental Hygiene
	Bachelor of Technology (B.Tech) in Health Care Management
	Bachelor of Science degree in Nursing
	Veterinary Services Management
	B. Tech. in Criminal Justice: Law Enforcement Leadership
	Bachelor of Technology in Homeland Security
	Bachelor of Technology (B.Tech) in Legal Studies
SUNY Delhi	BS in Nursing
SUNY Empire State College	BS in Business, Management, and Economics: Human Resources Management
	BS in Science, Mathematics, and Technology: Information Systems - Business and Environmental Sustainability Certificate
	Master of Business Administration in Management with a Veteran and Military Pathway
	Master of Arts in Learning and Emerging Technologies
	Graduate Certificate in Healthcare Management
	Bachelor of Science in Nursing
	Master of Science in Nursing
	Bachelor of Science in Human Development with a concentration in Psychology
	Graduate Certificate in Human Resource Management
	Master of Arts in Community and Economic Development
	BS in Public Affairs w/conc. in Criminal Justice or Emergency Mgmt

Finger Lakes Community College	AAS in Tourism Management
Herkimer Community College	Quality Assurance – Business A.S. (Associate in Science)
	Paralegal A.A.S. (Associate of Applied Science)
Jamestown Community College	AS Computer Science
	AAS Information Technology
Monroe Community College	Sport Management A.S.
	Mathematics A. S.
Niagara Community College	Computer Information Systems AS
Onondaga Community College	Health Information Technology/Medical Records A.A.S.
	Human Services A.S. (Early Childhood Specialization)
	Computer Forensics A.S.
	Computer Science A.S.
SUNY Oswego	MBA in Health Services Administration
	Master of Business Administration
	Advanced Certificate Health and Wellness
SUNY Plattsburgh	Nursing BS (RN to BS)
	Expeditionary Studies MS
Rockland Community College	A.A.S. in Business Administration
Stony Brook University	BS in Electrical Engineering
	Bachelor of Science Nursing
	Master of Science in Nursing Education
	Masters of Science - Neonatal Health
	Masters of Science—Nurse Midwifery
	Master of Science in Nursing Leadership
Sullivan County Community College	Green Building Maintenance and Management AAS

APPENDIX K: Respondent Perception Nine Components of Open SUNY

	Community Colleges	Technology Colleges	University Colleges	University Center & doctoral degree granting
Workforce Development *N=27* *Yes 63%* *No 22%* *Unsure 15%*	Quality Assurance AA and AS degree programs have been designed, submitted, and approved. Currently accepting registrations Have small business development center and first online course. Yes everything here is job-related. We've added three new degree programs in last two years. Entrepreneurial Studies We have added technical program courses to our online offerings. A CIT program and courses to address workforce needs.	Our online programs are geared towards expanding an educated workforce that can contribute to a healthy economy.	Created several online programs but not as a result of Open SUNY announcement. The college has repurposed existing degree programs. We have a lot of bachelors and masters that are workforce related going through the approval process. IT and business. My institution expanded the two existing programs that were accepted in Open SUNY. Yes, the nursing program. Not so much workforce needs, rather, student demand for online credit-bearing courses and programs toward degree completion and career pathway success. Yes two high needs programs one in computer science and one in criminal justice.	Working toward an online doctoral program in nursing. Adding more nursing online courses in our BS and MS degrees. We don't use the term workforce development, but rather professional development.
Experiential Learning *N=27* *Yes 19%* *No 48%* *Unsure 33%*	Currently in process. Everything is skill based and so nothing we do is esoteric. Everything is about interaction between students and professors and boots on ground experience. We have some experiential requirements. We are in investigative mode.	In planning stages outside my department.	Only to the extent this was present in existing degree programs which were repurposed for Open SUNY. Not sure what that means. Not anything different than we've already been doing. Individual faculty have offered experiential experiences in online classes, not so much a result of the	Most nursing courses combine didactic and clinical experiences. I would include these in the category of experiential education. They are being talked about and in the works. Nothing new.

announcement, rather personal and student interest.

Support for MOOCS

N=27

Yes   42%
No   55%
Unsure 3%

Training has been provided to instructional design team via conference attendance support

I believe CPD credits have been made available to some staff who wanted to enroll in a MOOC to gain understanding of the student perspective.

No one is asking about offering or developing a MOOC. We do train in emerging tech like Collaborate for virtual office hours and tutoring…

We've done some research on MOOCs and there is some skepticism, more from the research. We have a group interested in their development, but we will grow our online program first.

No MOOCS. Emerging tech like VoiceThread.

We are set to launch a MOOC fall of 2015 and are training faculty and working with divisions on the items that will be offered in it.

Our institution provides many online learning workshops and other learning opportunities for faculty, and we are adding more. However these were not implemented because of the Open SUNY announcement.

We know about them, but we do not actively pursue them.

The college has sponsored several MOOCs, but I do not believe there has been any intent to engage or encourage faculty in thinking about this type of emerging technology for teaching and learning. These MOOCs are focused on demonstrating "innovation" at my institution and has been restricted to a core group of self-identified faculty and administrators.

Strong professional development in emerging tech. We have run informational workshops on MOOCs but there are no plans to develop one.

We were first campus with Connectivist MOOC. We have two Coursera MOOCS since Open SUNY, one on meta-literacy and an iMOOC for international students to understand U.S. education system. These funded through IITG grant.

Advertising and support has occurred through our professional development center.

We ran the first SUNY MOOC, a hybrid with students on campus taking it for credit.

Yes to emerging technologies (mobile learning with iPads), and other tools. No to MOOCs.

We have faculty who would like to have/run a MOOC, but institutionally there is no support. We run many emerging education tech workshops and in-service sessions.

Support for student access to online courses	We have Title III grant to develop flexible coursework		Our programs are flexible for students	We have labs and classrooms in all our buildings and technology consultants for assistance.
Prior Learning Assessment *N=27* *Yes 26%* *No 37%* *Unsure 37%*	We are working on this for Fall 2015 implementation. CLEP testing, transfer review, testing out of courses, PLA through military transcript. Academic advisors make the Credit for Prior Learning process known to those who could benefit, and degree program faculty guide them in the production of a portfolio that illustrates their prior learning experiences. Not life experience, but they may in continuing ed. Yes, but not online yet.	We are in beginning stages of implementation.	This is an option offered to all students when they enroll at the college. Yes a process where student works with mentor and teams of people help with the process. I do not know.	At present no. It entices students to come and complete degrees. We need to pay attention to this and it is being discussed.
Best Practices and Professional Development CPD *N=26* *Yes 88%* *No* *Unsure 12%*	Yes and we have representation on their Advisory Board. Yes and numerous faculty members use their training.	Yes we have an account and use CPD points for various trainings throughout the year.	We use CPD, example whole team went through accessibility training through EASI. Yes we never have enough points for all the desired training! We have had webinars and faculty teach for them.	Training, representation on committee, some of our faculty teach for them.
Open Education Resources *N=27* *Yes 81%* *No 4%* *Unsure 15%*	This is a college-wide initiative. Last month we had a mandated attendance formal presentation for all faculty members. We are in the very early stages of information sharing on OER's. At this point one here or there. A librarian will be taking OER CPD course.	We promote MERLOT, Creative Commons, etc. with our online faculty and in much of our training	Several years ago the library created a section in its web site devoted to OER resources. There have been efforts on the part of a small self-selected group of faculty to promote the use of OERs, but there does not appear to be an institutional level of commitment at this time. There is room for improvement, but we	We have started to explore them.

Offered workshops on this topic. We have a few faculty who do already use OERs but the task is daunting to get OERs developed and also to get a larger audience on board. We are putting a clause in our next Title III application to focus on providing the resources for OERs to be developed on our campus.
We are meeting as a group of faculty who are interested in using OERs as well as producing our own.

We are just beginning to see leverage now. We have encouraged publishing them. There is interest and enthusiasm.

Yes. Our science department using free textbooks in the fall.

have faculty heavily involved and it is on our mind.

Librarians do presentations about OER's and some faculty (limited) have adopted them.

Yes we will be on the group discussing them at CIT. We have had a couple of open textbooks.

Where appropriate.

We are especially interested in OER textbooks and have several faculty members working on publishing.

Support to expand online programs

N=27

Yes   85%
No   8%
Unsure   7%

We have a fully evolved professional development initiative in place.

We are just now developing sound policies and practices to manage and assess existing online degree programs.

Yes we have a policies and procedures manual to guide us.

We are in the throes of developing a Distance Learning Strategic Plan. We have a new dean who is guiding us in establishing policies regarding course development and course review and to promote best practices. All policies and practices are the impetuous and in response to the push from Middle States and desire to participate in Open SUNY+. There also have been sabbaticals awarded to research programs and

We have eLearning training for faculty both new and seasoned. We have course review and refresh. Quality online learning is an important goal.

Workshops for faculty, program development from the provost's office for faculty.

My institution has a long history of providing online courses through its distance learning unit. There are numerous policies and practices in place.

An Open SUNY committee was formed with librarians, instructional designers, faculty and administrators to support the two accepted programs.

Yes we have training for faculty who wish to teach online. There is a review process with a rubric and designer works one on one with instructor.

We have student and faculty orientation courses, developer training, and an IT office focused on help

We have a policy and procedure document that was newly adopted in 2014. Moving the institution toward true adoption of the policies and procedures will take a few years...

We have a faculty department and policies to support more faculty members who wish to develop and teach online.

Yes we always have.

Yes and we reach out to students for feedback.

	courses. We have a Distance Learning Procedures manual that guides all existing and future DL program development. Yes we have been in the online business for 15 years and things are in place.		desk. Provost recently charged the Online Hybrid Task Force to look further at our practices and policies. Our online learning department offers several trainings, one on one meetings.	
Learning Commons - promote use *N=26* *Yes 35%* *No 46%* *Unsure 19%*	Instructional Designers and Technologists participate, but the faculty has not embraced it yet. Some folks go there when they hear about things or when they are on a committee. The Commons is a sincere effort to share and host. That is not the best tool. We get thin results from the Commons in the group I am in.	Our experience is minimal interaction goes on there and weeks can go by without a reply.	Not promote, but a lot of us are involved in Open SUNY and SUNY-wide efforts that are on the Commons. Not particularly. It is impossible to navigate. Some of advocated technology has been dead and buried for years.	I use it, but it hasn't caught on here. If someone is on a committee they go in there, but they don't like it. As it improves people will use it. I wouldn't say we promote it.

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