



ONLINE LEARNING CONSORTIUM

2018 ANNUAL REPORT

OUR MISSION

- Creating community and knowledge around quality online, blended, and digital learning while driving innovation.

OUR VISION

- Setting the global standard for quality and innovation in online, blended, and digital learning.

OUR GOALS

STRATEGIC DEVELOPMENT GOALS

- Preparing Higher Education Professionals and Executives
- Serving as the Leader in Providing Professional Development
- Serving as the Go-To-Resource for Research and Expert Insight

STRATEGIC OPERATIONAL GOALS

- Increasing the Visibility, Voice, Value of OLC
- Building the Organizational Capacity and Structure
- Creating a Culture and Practice of Continuous Improvement and Outcome Management

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A LETTER

FROM OUR BOARD PRESIDENT AND CEO

For a quarter of a century, the Online Learning Consortium has been driven by a collective dedication to advancing quality digital teaching and learning experiences designed to reach and engage the modern learner – anyone, anywhere, anytime. This focus was never more evident than in 2018, when our community rolled up its sleeves to tackle some of digital education’s most persistent challenges to quality, equity and access. Our support for these efforts came in the form of powerful partnership initiatives, new research, expanded member resources, highly engaging conferences and continued development of the next generation of digital education leaders.

COLLABORATIVE TO THE CORE

Collaborations were a critical component of the work we accomplished in 2018, beginning with “The Year of Accessibility,” a yearlong collaboration with WCET culminating in a survey of our member communities about accessibility on their campuses. We also initiated planning with our long-standing Innovate conference partner MERLOT for “The Year of Inclusiveness, Diversity, Equity and Advocacy (IDEA)” in 2019. We worked on a variety of other collaborative initiatives throughout the year with a number of organizations, including UPCEA, DXtera and the Every Learner Everywhere network.

In 2018, we continued to expand and enhance the OLC Quality Scorecard, most notably with the addition of the new scorecard for Online Student Support, developed from a joint initiative with the State University System of Florida and the Florida College System. We also grew the OLC Research Center for Digital Learning and Leadership with dozens of curated and original resources.

Through the IELOL program, we continued the development of the next generation of digital education leaders, growing the IELOL leadership community to nearly 400 members, and spawning other leadership initiatives, including the OLC Leadership Network, which convened twice in 2018, at our Innovate and Accelerate conferences. We also welcomed new and familiar faces to our own leadership team with the elections of Board President Eric Fredericksen, Ed.D., and Board Vice President Mary Niemiec, and the hiring of Devon Cancilla, Ph.D., as Chief Knowledge Officer and the promotion of Jennifer Mathes, Ph.D., to Chief Strategy Officer.

As we reflect on our accomplishments and ongoing initiatives of 2018, it’s evident that this past year was a tremendous springboard for 2019. We look forward to continuing our collaborations in the year ahead as we remain focused on serving our members throughout the digital education community!

Eric E. Fredericksen, Ed.D.
President, OLC Board of Directors

Kathleen S. Ives, D.M.
Chief Executive Officer & Executive Director, OLC



2018 HIGHLIGHTS





OLC VOLUNTEERS

ENGAGING WITH OLC

Much of the work that goes into making OLC successful is due to our wonderful volunteers



CONFERENCES

Peer review proposals
Field/Ranger Guide
Planning committee



RESEARCH

Experts to serve
on panels
Collaborate on
research



PUBLICATIONS

Write blogs
Become a peer
reviewer
Help with webinars



AWARDS

Serve as a reviewer
Evaluate effective
practices



INSTITUTE

Conduct course
quality reviews for
Institute curriculum
Webinar presenter



ADVISORY

Help shape
the future of OLC.
These opportunities
are available by
invite only.



We love our volunteers and are always happy to talk to anyone interested in learning how to get more involved. More information is available on the OLC website: <https://onlinelearningconsortium.org/get-involved/>

TEAM SPOTLIGHT

DEVON CANCELLA, CHIEF KNOWLEDGE OFFICER



In 2018, OLC experienced tremendous growth and change across its knowledge resources, including adding dozens of curated and original resources to the OLC Research Center for Digital Learning and Leadership, launching the Emerging Scholars program, and transitioning the Institute for Emerging Leadership in Online Learning (IELOL) program to a new academic partner.

In the midst of all this activity, OLC welcomed Devon Cancellia as its new Chief Knowledge Officer. Devon, the former Vice Provost for Academic Innovation at University of Missouri-Kansas City, has embraced the CKO role, which immediately immersed him in virtually every aspect of the OLC organization. He shares his thoughts on the CKO role and his priorities going forward.

HOW WOULD YOU DESCRIBE THE ROLE OF CKO AT OLC?

I look at the CKO role as a little bit like being a utility player on a baseball team. That is, the CKO must understand the game and be able to play various positions, based on the team's strategy and needs. That's what actually makes the role so exciting – it allows me to be involved in an incredible number of OLC's diverse activities, from the leadership network to contributing to national policies to conference planning to the Institute's curriculum.

HOW HAVE YOU APPROACHED YOUR NEW ROLE, AND HOW DID YOUR EXPERIENCE PREPARE YOU FOR IT?

I've learned that change and innovation can only take place where experimentation is encouraged, where risk is supported, and where both failure and success lead to thoughtful advancement. My background in online education has prepared me to take these philosophies

into the distributed working environment of OLC. I am finding that "working together apart" provides an immense range of collaborative opportunities that extend well beyond the traditional working environment.

WHAT DID YOU SEE AS YOUR IMMEDIATE PRIORITIES IN 2018 AND THE YEAR AHEAD?

Two of my most important priorities have been to hire a new director of research to continue to build the OLC research agenda, and to transition the IELOL to a new partner institution, ensuring this program will continue to thrive and allow OLC to further develop its leadership pathway. Looking ahead, as OLC celebrates 25 years at OLC Accelerate 2019 this November, my priority is to build on OLC's rich history of digital innovation to ensure that OLC continues its leadership role within the broader educational community. We will accomplish this by delivering highly interactive conferences, implementing a sound research agenda, and providing a diverse professional development pathway through the OLC Institute.

WHAT HAS BEEN THE MOST SURPRISING THING YOU'VE LEARNED OR EXPERIENCED SINCE JOINING OLC?

I am most impressed by the fact that such a lean organization can have such an outsized impact on the larger digital learning community. There are good reasons for this. Working for OLC has shown me how effective OLC is in partnering with volunteers, who are as integral to the success of OLC as the full-time staff. Of the many great things at OLC, it really is the membership and the willingness of the community to openly share information, ideas and time that makes OLC unique.

THE YEAR

OF ACCESSIBILITY

During the 2017 calendar year, the Online Learning Consortium (OLC) and the WICHE Cooperative for Educational Technologies (WCET) collaborated to offer sessions at their respective national conferences to learn more about the issues that were the most prevalent in the field of digital teaching and learning. OLC and WCET held several sessions throughout the year and attendees offered many ideas, but the issue of accessibility was the topic that kept bubbling up to the top. Participants were eager to learn more about best practices in accessibility, legal requirements, and how our community could help influence vendors in assuring accessible procurement processes.

In 2018, OLC and WCET kicked off the Year of Accessibility to develop awareness among their members about this very important topic. Together, both organizations collaborated to survey their respective communities and learn more about their needs. A total of 548 individuals from U.S.- and Canada-based colleges and universities participated in the 2018 OLC and WCET accessibility survey and the results of the survey will be released in a white paper at Innovate 2019.

In addition to the accessibility survey and the forthcoming white paper, OLC and WCET partnered on a series of blog posts, an additional white paper, webinars, and conference sessions.

ACCESSIBILITY HIGHLIGHTS

OLC COLLABORATE CONFERENCE AT THE UNIVERSITY OF MISSOURI — KANSAS CITY

- **Baking in vs. Bolting on: Strategizing Accessibility** — Kelly Hermann, University of Phoenix
- **Universal Design** — Sean Smith, University of Kansas
- **Professional Development & Improvement** — Cyndi Rowland, WebAIM at Utah State University
- **Exploring the Student Experience** — Devon Cancilla, CKO, Online Learning Consortium



BLOG POSTS

The Role of Procurement in Digital Accessibility
When We Talk about Accessibility — Online Network of Educators



WHITE PAPER

Access and Accessibility in Online Learning



WEBINARS

Web Accessibility: Trick or Treat?
The Language of Accessibility



Due to the outstanding success of The Year of Accessibility in 2018, OLC will continue to explore accessibility issues as a part of the upcoming Year of Inclusion, Diversity, Equity, and Advocacy (IDEA). This initiative will keep accessibility at the forefront while also creating awareness on other issues of importance in our field. The Year of IDEA will be launched at Innovate 2019.

INITIATIVES



QUALITY

SCORECARD UPDATES

In 2018, we rolled out an updated version of the Quality Scorecard for the Administration of Online Programs. The original version, released by OLC in 2011, was developed by Kaye Shelton as part of her doctoral dissertation and helps educational institutions validate the quality of their online program.



LEADERSHIP

PROFESSIONAL DEVELOPMENT FOR LEADERS

OLC offers a number of professional development opportunities for leaders in online and digital learning. This includes the Leadership Symposium offered at our Innovate and Accelerate Conferences. We also host the IELOL program with an Academic Partner. In 2018, that partner was Washington State University.



PRESENTATIONS

SCHOLARLY ENDEAVORS

OLC leaders and staff attend many conferences and other events to share our expertise and knowledge with the higher education community. Learn more about where we have been and where we are scheduled to present on the OLC website: <https://onlinelearningconsortium.org/about/olc-speaking-engagements/>

GLOBAL PARTNERS

US-SINO ONLINE HIGHER EDUCATION CONFERENCE 2018



SHANGHAI, CHINA, MAY 31ST TO JUNE 1ST, 2018

As a co-organizer of the US-SINO Online Higher Education Conference 2018, OLC collaborated with CMS Global to identify speakers from the U.S. to participate in the event. Presenters from OLC included Jennifer Mathes, Chief Strategy Officer, and Mary Niemiec, Board Vice President.

The one and a half day event included topics on quality in online higher education, faculty effectiveness, learning support, and operational management. Following the conference, OLC was asked to participate again in 2019.

Welearn

In 2018, OLC formed a strategic partnership with the Chilean instructional design consulting firm, WELEARN. Both organizations collaborated to adapt the OLC/SUNY Instructional Designer Certificate Program for the Chilean context. The first cohort of this Spanish version of the program was launched in September 2018 with 20 participants. WELEARN will continue to collaborate with OLC to offer future cohorts in 2019, as well as select workshop offerings from the diverse OLC Institute curriculum.

In late 2018, OLC and WELEARN had a discovery conversation with CALED - Instituto Latinoamericano y del Caribe de Calidad and CREAD - The Inter-American Distance Education Consortium to explore the feasibility of offering the Instructional Designer Certificate in other countries in Latin America. All organizations at the table agreed to continue the conversation and proceed with plans to expand the offering to a wider audience.

AWARDS

RECOGNIZING EXCELLENCE

2018 OLC FELLOWS

The OLC Board of Directors confers the distinction of OLC Fellow upon individual members of the Online Learning Consortium who have:

- Outstanding and extraordinary qualifications in the field of online learning
- Significant experience in online learning or an allied field
- A record of distinguished service to the Online Learning Consortium or the field
- Extraordinary contributions or leadership in the field of online learning.



LINDA ENGHAGEN, J.D.

Associate Dean, Graduate & Professional Programs,
Isenberg School of Management, UMass Amherst



FRED HURST, Ph.D.

Vice President, Academic Advancement,
Western Governors University



NORMAN VAUGHAN, Ph.D.

Professor, Mount Royal University

EFFECTIVE PRACTICE

WHAT WE DO BEST

Focusing on OLC's five pillars, the Effective Practice Awards recognize individuals and institutions who develop and incorporate research-based practices that enhance the field of digital learning. Submissions are peer-reviewed by a committee of practitioners. Effective Practice Award winners present their work at either Innovate and Accelerate and participate in an Effective Practice Award Webinar series.

OLC INNOVATE 2018

- Alexandra Pickett, Open SUNY, Center for Online Teaching Excellence, State University of New York, for "Open SUNY 'Interested in Teaching Online?: A Large-Scale Online Faculty Readiness Resource'"
- Lynn Brabender and Karen Vignare, Association of Public and Land-Grant Universities(APLU) – Personalized Learning Consortium, for "Scaling Campus-Wide Advising Reform: Using an Online, Asynchronous, Video-Based Course to Guide Campus Leadership in Launching Comprehensive Advising Redesign"
- Laurie Beford, Lyda DiTommaso Downs and Melissa McDowell, Walden University, for "Peer Coaching for Remote Faculty"
- Katherine Strange and Fran Reed, Walden University, for "Putting Theory into Practice Using Simulation Scenarios"
- Taylor Kendal and Alex McDaniel, Metropolitan State University of Denver, for "The Agile Instructional Design Network and Course Design Xchange"
- Bucky Dodd and Stacy Southerland, University of Central Oklahoma, Center for eLearning & Connected Environments, for "A Visual Language and Method for Designing Successful Learning Experiences"
- Larisa Olesova and Susan Campbell, George Mason University, for "Mentoring University Faculty: The Cooperative Mentorship Model"
- Fawn Thompson, Boston University, for "Develop a Peer Review Practice to Meet Challenges, Improve Accessibility, Promote Collaboration, and Expand Expertise in Online Course Design"

OLC ACCELERATE 2018

- Katie Linder and Mary Ellen Dello Stritto, Oregon State University, for "Online Learning Efficacy Research Database"
- Victoria Brown, Kamarie B. Carter, Dana R. Willett, and Joshua Z. Book; Florida State University System, Texas State System for "The Online Student Support Services Scorecard Implementation"
- Michael Scott Brown and Lewis Williams; University of Maryland University College for "Eliminating Redundancies in Online Learning Material"
- Angela Gunder, Jessica L. Knott, Ryan Straight, Clark Shah-Nelson, Keegan Long-Wheeler, Benjamin Scragg, and John Stewart; The University of Arizona, Michigan State University, The University of Maryland, The University of Oklahoma, Arizona State University for "#SquadGoalsNetwork – Remixing the Personal Learning Network"
- Ronald DeMara, Baiyun Chen, and Charles Hartshorne; University of Central Florida for "Elevating Participation and Outcomes with Digitized Assessments in Large-enrollment Foundational STEM Curricula: An Immersive Development Workshop for STEM Faculty"
- Jacqueline O'Flaherty, University of South Australia for "Science & UniReady: Tailoring an Online Preparatory Workshop for Successful University Transition and Academic Performance in Health Sciences"
- Chelsea Caille McNeely, Robin Grebing, and Leah Michel; Southeast Missouri State, Maryville University for "Flipped Student Services Model"

DIGITAL

LEARNING INNOVATION

In 2016, 2017 and 2018, the Online Learning Consortium hosted an award showcasing the exemplary use of digital courseware to improve student success, especially among minority, first-generation and other underrepresented student groups. With a focused lens on increasing the number of undergraduate students who completed foundation or gateway courses, the award recognized projects that inspired innovation, increased access, supported implementation, improved outcomes, enabled accessibility, and promoted sustainability in the use of digital courseware.



2018 INSTITUTIONAL WINNERS

- Arizona State University (HSI), for its use of ALEKS in “Transforming College Algebra: Eliminating developmental math and using adaptive courseware to enable student success.”
- Salt Lake Community College, for its use of Lumen Learning in “Redesigning Quantitative Literacy Pathways for Student Success: Improving Learning Efficiency, Access and Outcomes in Community College Math Using OER Courseware.”
- University of Central Florida (HSI), for its use of ALEKS and Realizeit Learning in “Using Innovative Adaptive Courseware to Enable Student Success in Gateway Mathematics Courses.”

2018 FACULTY-LED TEAMS

- Bay Path University (MSI), for its use of Boundless and Lumen Learning in “Scaling Adaptive Learning for a Predominantly Low-Income and Diverse Population of Adult Women Undergraduates in a Centralized Course Management Model: Capitalizing on OER Adoptions to Lower Costs and Improve Learning.”
- Bossier Parish Community College, for its use of Open Campus in “Engaging and Retaining Underprepared, Under-resourced Learners through an OER Mobile-responsive, Gamified Delivery Platform Designed to Leverage Features of Deep Game Structure, Online Retail, Social Media, and Cognitive Applications for Learning.”
- Georgia State University (MSI), for its use of Realizeit Learning in “Changing the Paradigm? Creating an Adaptive Learning Course to Improve Student Outcomes and Engagement in Large Section Introductory Classes.”
- Ivy Tech Community College, for its use of Smart Sparrow in “Removing Barriers to Student Success with BioBeyond.”
- Mohave Community College, for its use of OpenStax and Smart Sparrow in “Increasing Engagement and Access with BioBeyond.”
- Norfolk State University (HBCU), for its use of Cengage Learning to enable “Learning without Barriers: Creating an Accessibility and Affordability Environment for First Generation Students.”
- Portland Community College, for its use of Pre-TeXt and WeBWork in creating “Open Resources for Community College Mathematics (ORCCA): Free interactive digital course materials to improve access and affordability for underserved students in the gateway pre-college algebra sequence.”
- Portland State University, for its use of Realizeit Learning for “Active and Adaptive Learning in Statistics: Portland State University Addresses Inequities & Promotes Student Success.”
- University of Florida; UF Online, for “Using IOLab to provide access to rigorous at-home data acquisition labs for the introductory physics sequence, supporting authentic lab practices and collaborative sensemaking of ‘laboratory’ data.”
- University of Mississippi, for using Lumen Learning in “Addressing Access, Assessment, and College Readiness Gaps in First-Year Composition: Personalized OER Courseware Modules at the University of Mississippi.”
- Preparatory Workshop for “Successful University Transition and Academic Performance in Health Sciences.”
- Chelsea Caile McNeely, Robin Grebing, and Leah Michel; Southeast Missouri State, Maryville University for “Flipped Student Services Model.”

2018 RESULTS

IN FACTS & NUMBERS

27,593

ONLINE LEARNING JOURNAL

OLC's site directed 27,593 individual users to the Journal covering 40,433 sessions. The Journal continues to be included in the Web of Science Core Collection under the Emerging Sources Citation Index (ESCI).

3,621

PROFESSIONAL DEVELOPMENT

The Institute had 3,621 registrations overall for professional development offerings in 2018. OLC's workshops saw a 12% increase in enrollments over the prior year.

2,851

NETWORKING

While competitors faced drops in conference attendance, OLC events were well attended and provided opportunities (face-to-face & virtually) to network, discover and share views on the latest research, education innovations, and best practices in digital, blended and online learning.



COLLABORATIONS

"I love big conferences in big locations, but the REAL work gets done when you get local teams together across a defined region. I look forward to the OLC Collaborate events for months, because then I get to roll up my sleeves and look the local challenges in the eyes."

Renee Franzwa, Director of HigherEd, EdSurge

WHAT WE DO

ENGAGING WITH OLC



INSTITUTE OFFERINGS

Each year the OLC Institute supports 73 different professional development offerings (e.g., week-long workshops, month-long workshops, Mastery Series, Certificate Programs).



CONFERENCES

OLC hosts two major conferences each year, Innovate and Accelerate, in addition to four Collaborate regional events.



CONSULTING

Our consulting services are available to all types of learning organizations. We provide comprehensive & focused reviews, Quality Scorecard-based reviews, and speakers for on-site engagements.



OLC BY THE NUMBERS

27

WONDERFUL
PEOPLE WORKING
AS A TEAM

20

AMAZING
YEARS OF
ACHIEVEMENTS

603

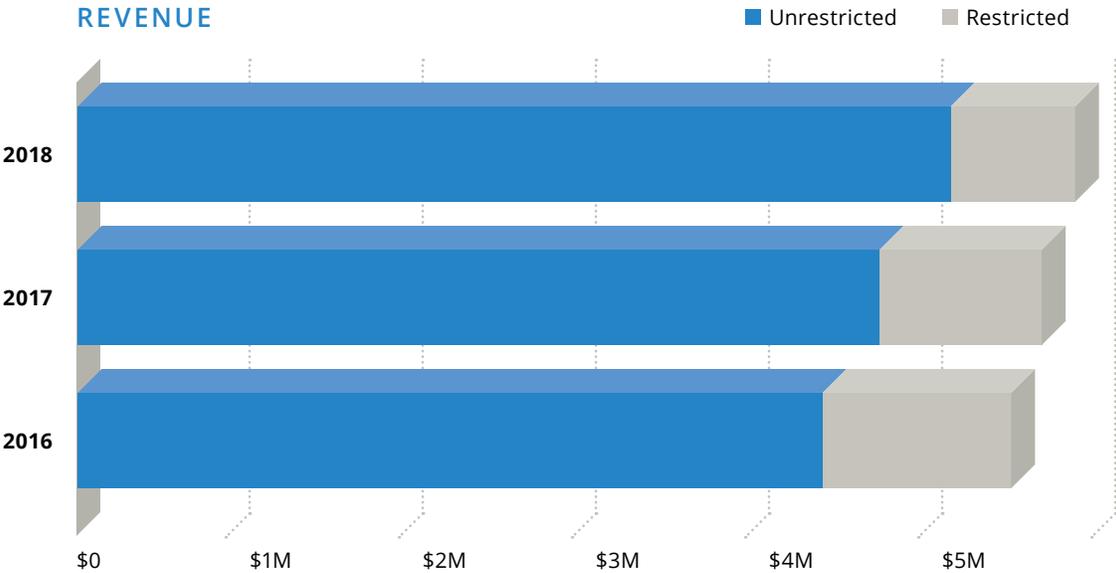
DYNAMIC
INSTITUTIONAL
MEMBERS

110

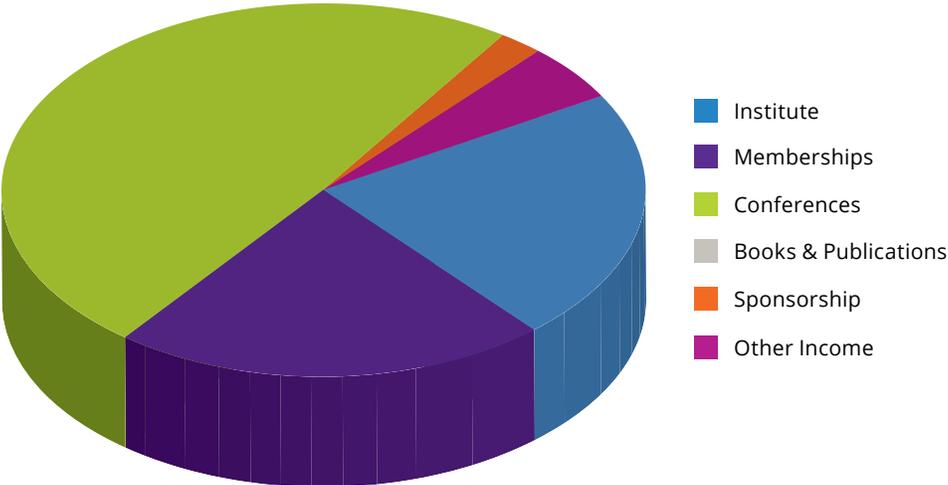
NEWSWORTHY
MENTIONS IN
THE PRESS

2018 FINANCIALS

MANAGING RESOURCES



REVENUE BY PRODUCT LINE



OLC EQUITY STATEMENT

Higher education access, quality and outcomes continue to be influenced by factors such as socio-economics, demographics, policies and race. This has resulted in widening achievement gaps between privileged and under-served student communities. The Online Learning Consortium believes digital and online education is among the critical influences required to address these persistent disparities.

Since its founding, OLC has been dedicated to advancing quality digital teaching and learning experiences designed to reach and engage the modern learner – anyone, anywhere, anytime. OLC's equity mission began when its founders recognized and predicted the need for viable digital learning alternatives for people who wanted to pursue higher education, but who could not easily attend regularly scheduled college classes. Today, OLC embraces its responsibility to continue and expand this mission by:

RECOGNIZING THE PROBLEM

Research and scholarly writings that illuminate trends, policies and areas for improvement, provide acknowledgement of what's wrong, and a basis for determining corrective strategies.

INSPIRING CHANGE

Higher education can be conceptualized as a partnership between the learner and the institution. However, this has necessitated changes in practice, such as the development of flexible learning models to accommodate individuals from a range of backgrounds and life circumstances, particularly those traditionally excluded from higher education.

ENCOURAGING DIVERSITY

A staff that comes from many backgrounds and beliefs can enhance an institution's ability to support a diverse community and come up with innovations that are relevant to that community.

PROVIDING RESOURCES

OLC builds equity aspirations into a range of resources provided to the digital learning community, such as quality benchmarking of digital education programs; professional development that provides digital learning professionals opportunities to develop knowledge, dispositions and skills to engage in and facilitate dialogue across differences; and conference programming that addresses equity specifically and inherently.

ENGAGING PARTNERS TO AMPLIFY AWARENESS

OLC works with a number of partner organizations to address inequity through advocacy and awareness. OLC, UPCEA and WCET are undertaking an analysis on future policy initiatives as to how to best help our members invest in adult learners to meet our country's needs for skilled workers. In addition, OLC is partnering with MERLOT throughout 2019 for the Year of Inclusiveness, Diversity, Equity and Advocacy (IDEA). This year-long community conversation will center around understanding how the diversity of the people, curriculum, and pedagogy engaged in digital education, as well as the inclusiveness and diversity of strategies, structures and operations of programs and institutions, can produce inequitable outcomes in online education. This initiative also aims to develop and share inclusive strategies, structures, and operations for delivering digital education that produces equitable outcomes for diverse populations. Through the Every Learner Everywhere network, OLC is able to collaborate with other partners to identify innovations, develop tools, and provide avenues for knowledge sharing.

ILLUMINATING EXCELLENCE

OLC recognizes best practices (Digital Learning Innovation Award, Effective Practices) that effectively advance equity across institutions, programs and communities. Institutions that advance excellence in digital learning become beacons for the broader community. The groundwork they lay for improving student success, particularly among minority, first-generation and other underrepresented student groups, has the potential to be replicated by hundreds of other institutions.

DEVELOPING LEADERS

OLC's Institute for Emerging Leadership in Online Learning (IELOL), nurtures the next generation of digital learning leaders who will be responsible for continuing to advance equity in higher education.