

For Our Maryland Partners from MarylandOnline: 2020 Report to Our Presidents



A MarylandOnline update for the period January 1 through December 31, 2020

Executive Director's Greeting

The year 2020 will be remembered as one of the most challenging ever for higher education, from racial strife to political upheaval to Zoom fatigue. The worldwide pandemic demanded much of our colleges and universities.

The educators who make up our MarylandOnline community supported one another through a crisis year. Our member institutions, represented on the Board, pooled resources, information, and advice. We talked online and via video chat. We discussed challenges and solutions for everything from training new faculty to teach online to privacy statements applicable to students on camera for class. We shared, we griped, we helped one another get through. The MarylandOnline community gave real meaning to the oft-repeated comment "We are all in this together."

The highlight of our annual recap is always the summary of our member institutions' activities and achievements in online education. We are especially proud of what our members accomplished in 2020 and hope you will enjoy the institution-by-institution reports. You will see that "Students First!" could be the motto of every one of our colleges and universities.

Wendy Gilbert
Executive Director, MarylandOnline



2020: A Year to Remember!

Online Education in the Spotlight

In higher education, we will look back on 2020 as the year of the "big shift." Mid-way through the spring semester, the Coronavirus pandemic forced colleges to shift most of their face-to-face classes to online. With little time to plan and whole cadres of students to accommodate, colleges adopted a variety of learning formats: synchronous, asynchronous, blended, HyFlex, and seemingly everything in between. The use of Zoom as an online classroom tool

for teleconferencing became so prevalent that we soon experienced "Zoom fatigue." And a war of semantics nearly broke out over the difference between the terms *online education* and *remote teaching*.

Online education is what [MarylandOnline](https://www.marylandonline.org) (MOL) has been about for 21 years, and suddenly all eyes were turning to online education. When MOL was founded in 1999, there was more skepticism than acceptance in views about online teaching and learning. An effect of the pandemic has been

to turbo-charge an already growing acceptance. Higher education scholars and commentators are in consensus that the experience of the onsite-to-online pivot in 2020 changed higher education forever, made it better by introducing more tools and learning modalities to more faculty.

MOL Plays a Part

For the MOL community, which largely is made up of online education professionals, the impact has been significant. On one hand, it has been gratifying to see unfolding an opportunity for more educators to discover the strengths of the online format, even if initially they didn't volunteer to teach online.

On the other hand, most of the MOL institutions that had to quickly transition onsite to online courses turned to their online education experts—us—for immediate help in training faculty. For some of us, it was a daunting extra workload. Members of our MOL community put in long days and nights getting the job done in the spring of 2020.

While Covid continued to be front and center, high-profile killings sparked protests across the country that made their way into college classrooms. College staff, while training and supporting platoons of new faculty in online teaching, could not ignore the very real racial inequities on their campuses, and the challenges they posed for online teaching and learning in particular.

A MOL-QM Restructuring

2020 also will be remembered for the successful culmination of a two-year restructuring process carried out by MOL and its affiliated organization, [Quality Matters](#) (QM). Since 2018, a joint MOL-QM task force had been at work exploring “where from here?” for the two organizations’ relationship, as the five-year license agreement between them would expire in 2019.

The careful and diligent work of the task force led to a joint recommendation for a new set of agreements to go in effect in 2021. They were approved by the boards of both organizations in October. The agreements entailed a business restructuring and the transfer of QM’s intellectual property from MOL to QM. The new relationship provides MOL with a steady source of income over several years and gives QM the operational independence needed for its continued momentum. MOL and QM celebrated the new relationship as a win-win.

Since it was a member of the MOL family through most of 2020, QM is again included in our annual report. At the end of this report is a brief 2020 operating summary prepared by the QM Executive Director, and a link is provided for a more complete 2020 QM report that will be available in March of 2021.



MarylandOnline 2020 Highlights: EXPERTISE

Under *expertise*, MOL's tasks are to create or sustain statewide standards of quality in online learning, incubate new products and services, provide training and course design resources for online teaching, and promote professional development. The goal is to keep MOL's member institutions at the leading edge in the practice of online education.

MOL promotes the sharing of expertise among member institutions by hosting professional development webinars, face-to-face workshops, and events; through its Leadership Institute (MOLLI); and through collaborations with other organizations. Collaborations are reported on under *Networking*.

Each year, MOL staff poll MOL Board representatives in order to plan professional development events that support member institutions' highest priorities. In 2020, priorities related to the Covid shift are reflected in webinar topics.

2020 MOL Webinars and Workshops

- ***Mental Health in the Online Classroom (February)***
Stephanie Will, a Licensed Clinical Professional Counselor and Montgomery faculty member, and Emily Rosado, a Montgomery College English professor who serves on the board of EveryMind, a local non-profit that promotes mental wellness, delivered a popular session on recognizing and helping online students who may be struggling with mental health issues.
- ***Accessibility Resources (February)***
In a session requested by participants in a previous face-to-face accessibility training, Deb Dorsey, Assistant Professor of Health at Harford Community College, reviewed a host of accessibility resources that could easily be incorporated into online classes.
- ***State Authorization Reciprocity Agreement (SARA): Interactive Q & A Session with Lori Williams, President & CEO of NC-SARA (March)***
In this featured session, Lori Williams reviewed developments and future initiatives relevant to NC-SARA, including federal regulations, guidelines, and enforcement policies. Participants were encouraged to bring their questions and take advantage of the opportunity to hear from the leading expert in NC-SARA administration.
- ***M.O.S.T. Commons: A Resource to Support the Shift to Remote Teaching (March)***
In keeping with our goal of supporting OER use in our Maryland colleges, MOL sponsored this session featuring Mindy Boland, Director, OER Services, ISKME/ OER Commons, and Colleen McKnight, Director of Library Services, Frederick Community College, and M.O.S.T. Commons Library Fellow. The session focused on finding OER resources for course development, considering the challenges the pandemic was just starting to present at the time.
- ***Copyright, Fair Use, and Creative Commons (April)***
Buddy Muse, Program Manager, E-Learning, Innovation, and Teaching Excellence (ELITE) at Montgomery College, condensed his usual face-to-face copyright session to an online session covering topics related to copyright, legal issues, libguides, and the Creative Commons.
- ***Mental Health in the Remote Classroom During COVID-19 (April)***
Emily Rosado and Stephanie Will of Montgomery College generously offered an additional spring session regarding mental health in the online classroom. Unlike the first webinar, this session focused on the unique challenges presented by the pandemic, including how to recognize students who may be struggling with their mental health, how to respond appropriately, and how to refer them for additional support.
- ***Building Culturally Sound Communication Strategies for Online and Remote Learning (July)***
Our summer session featured Crystal Lynese Walker, an Assistant Professor & Co-Chair of Training and Curriculum Inclusion of Diversity at Howard Community College. Dr. Walker focused on the importance of building and modeling culturally sound communication in online learning environments and presented techniques to build inclusive communication spaces, model culturally sound practices, and develop cultural intelligence.

- ***Tending the Teacher: Self-Care for Faculty (September)***

After receiving requests for a session on self-care and relieving stress, we were privileged to have Maryland University of Integrative Health professors Bevin Clare and Camille Freeman host a session on how to juggle unusual and rapidly shifting circumstances and how to help our students adapt to changes in their lives as well.

- ***Flex Courses (September)***

John Bone, Associate Professor and Director of the Multimedia Technology Program at Allegany College of Maryland, and Glenda Hernandez Tittle, Professor and Program Coordinator for the Education Department at Montgomery College, presented an interactive session reviewing how their two colleges developed and implemented “Flex” or “HyFlex” courses, which allowed students and participants to join and attend classes in the format they prefer: face-to-face and/or online, synchronously and asynchronously, or any combination of these methods of attendance throughout the semester.

- ***Zoom in for Success (October)***

Another “in demand” session was presented by Marjorie Rawhouser, the Assistant Dean, Transfer Studies, School of Liberal Arts at Anne Arundel Community College. Dr. Rawhouser reviewed effective ways to use Zoom’s features to engage students, including breakout rooms, white boards, screen and video sharing, polling, and scheduling tips.

- ***Resources to Support Remote Teaching and Learning: Using the M.O.S.T. Commons (October)***

Continuing MOL’s support of OER use, M.O.S.T. Library Fellow Colleen McKnight presented another OER session focusing on the value of using OERs to mitigate the disruptive challenges caused by the pandemic. The presenter discussed the Maryland Open Source Textbook (M.O.S.T.) Commons as a resource for locating and collaborating around openly-licensed educational resources to support learning.

- ***MOLLI Webinar: From Surviving to Thriving with Your Online Program (October)***

Sponsored by the **MarylandOnline Leadership Institute (MOLLI)**, this webinar featured Michelle Kloss, Associate Provost of Assessment and Institutional Research at Carroll Community College, and Barbara Marinak, Dean of the School of Education, Mount St. Mary’s University, discussing the pandemic-related challenges their institutions faced and how they overcame obstacles to keep instruction flowing as smoothly as possible at their colleges, shifting from barely surviving to thriving in the new “normal” classroom.

- ***Got You, Not Gotcha: Promoting Integrity Through Best Practices in Online Learning (November)***

In this panel session, UMGC professionals from course development, curriculum design, academic integrity, writing instruction, and educational technology shared strategies to enhance the student experience and motivate students to work with greater integrity in the online environment. The team included Kate Cardin, Senior Director, CBE & Curriculum Design; Rob Coyle, Assistant Vice President for Course Development and MarylandOnline Board representative; Brandie Shatto, Program Director, Educational Technology; Jen Simonds, Assistant Vice President for Academic Integrity & Accountability; and Jeanine Williams, Program Director, Writing Across the Curriculum.



The MOL Leadership Institute (MOLLI)

Like many in-person events in the spring and summer, the Residential Program of MOLLI 2020 had to be cancelled. It had been scheduled for June at the Historic Inns of Annapolis. The MOLLI team made the decision far enough in advance to be able to design a summer virtual program, “Uncharted Waters: Online Learning Leadership Series.”

Director Jessica Young led the team in planning and recruiting panelists for the series of four webinars followed by an online short course during June and July. Though the summer virtual program could not replicate “the three i’s”—immersive, intensive, individualized—of the residential experience enjoyed by MOLLI participants in the first three annual face-to-face Institutes, they drew a broad audience and were well attended.

Webinar 1, “Leading in Times of Unprecedented Crisis,” featured *James Fielder*, Maryland Secretary of Higher Education, and *Charlene Dukes*, President of Prince George’s Community College. The two Maryland leaders gave their unique perspectives on the extraordinary and ongoing impact of the coronavirus pandemic on higher education, in Maryland and across the country. How does a leader mitigate the damage from an unforeseeable calamity? How does a leader respond to the impact of the virus on the students, faculty, and staff?

Webinar 2, “Leadership Strategies During Sudden Change,” looked more closely at the “how” of surviving the pandemic at scale, offering a conversation between two change leaders in Maryland higher education. *MJ Bishop*, Associate Vice Chancellor and Director of the Kirwan Center for Academic Innovation at the University System of Maryland, and *Christina Sax*, Provost and Vice President of Academic and Student Affairs at the Maryland University of Integrative Health, were asked for their advice on preparation and planning for truly disruptive change. How can Maryland institutions provide the training, support, and technical tools for their faculty, students, and staff to succeed in education in a time of pandemic?

Webinar 3, “Reflections on a Quick Transition to Remote Learning: Faculty Perspectives,” added the faculty voice. We turned to seasoned faculty members from three Maryland colleges. *David Buck*, Howard Community College, *Deb Dorsey*, Harford Community College, and *Daniel Izume*, Baltimore City Community College, were asked key questions and delivered wise guidance: Without time for adequate pre-planning and preparation for a major transition, what lessons (good and bad) have been learned from the recent COVID-19 experience? What became the priorities, and what did we learn was not so important?



*Empowering Future Leaders
in Online Learning*

Webinar 4, “Minding the Gap: Issues of Equity,” looked at the challenges of achieving equity at a time when remote and online learning had become a necessity for many institutions in order to provide continuity of educational services during the Covid crisis. Three panelists from different education settings—*Yolanda Abel*, Johns Hopkins University School of Education, *Michael Mills*, Montgomery College, and *Lisa Smithson*, Howard County Schools—were invited to present their perspectives on the disparity of access for students due to the technical and support requirements for connecting to education. The crisis exposed the size of the gap between students with adequate resources and those without. How do institutions address the needs of all students in order to provide equitable opportunities for educational success?

In the fall, Doug Gray resumed the role of MOLLI Director after Jessica Young had to step away because of schedule demands. The Director works with a small, talented team. MOLLI curriculum planning is led by Larry Ragan, formerly of Penn State and the Institute for Emerging Leadership in Online Learning, and includes Doug Gray and Dionne Thorne, Johns Hopkins Carey Business School and a MOLLI alum. Rounding out the MOLLI team are MOLLI alum Jinsong Zhang of Stevenson University, in his second year as coordinator of the Annual Project Teams, and Sarah Felber of UMGC, also a MOLLI alum, enlisted in 2020 as coordinator of MOLLI participant recruitment.

The fourth MOLLI Residential Program is slated for October of 2021, again in Annapolis. The hope is that a face-to-face event with adequate provisions for participant safety will be viable and supported by MOL institutions. In the 30-year history of online learning, competent leadership has never been more crucial.

MarylandOnline 2020 Highlights: NETWORKING

Under *networking*, MOL's tasks are to facilitate networking among stakeholders, support each member institution's offering of online degrees, and address common challenges in online education. Networking activities included MOL's collaborations with other organizations in the state and its own projects and services that intrinsically promote networking.

The trials of 2020 underscored the value of a good network. There were no instruction manuals on how to handle a pandemic on campus or to move vast numbers of faculty and students online while minimizing the disruption of instruction in our colleges. Using our Board Basecamp Forum, MarylandOnline colleagues shared ideas, posed questions, and swapped information, resources, and solutions. Board representatives were able to take new ideas back to their campuses, and everyone felt a little less isolated. The challenging year galvanized the MOL network and made Board interdependence stronger than ever.



Collaboration with the USM Kirwan Center

Mainly in virtual form this year, MOL's collaborative relationship with the [William E. Kirwan Center for Academic Innovation](#) at the University System of Maryland (USM) continued to thrive. In particular, MOL supports the Center's work in open educational resources (OER), offering MOL member institutions professional development focused on OER and helping to plan the Center's statewide and regional OER events through its Maryland Open Source Textbook (M.O.S.T.) initiative.

MOL encourages its members to take advantage of the [M.O.S.T. Commons](#), a Kirwan Center-hosted digital library of OER that enables Maryland institutions and groups to create custom resource centers and collaborative spaces to improve curricula. Surveys indicate MOL institutions are on a spectrum of OER activity, from just starting to quite mature, and their participation in the Commons is growing, with some MOL members already quite active.

MOL continued to sponsor the M.O.S.T. Library Fellow, and in 2020 hosted webinars providing instruction on how to participate in the Commons. In addition, MOL Board representatives have assisted M.O.S.T. with regional collaborations in the west (Pam Deering, Allegany College of Maryland, and Fred Stemple, Garrett College) and east (Chandra Gigliotti, Chesapeake College).

Affiliations with Other Maryland Organizations



MarylandOnline and the [Maryland Distance Learning Association](#) (MDLA) have a long history of shared membership. Many of MDLA's past officers have served or are serving on MOL's Board of Directors, and the MOL Executive Director has been a member of MDLA's Advisory Board for the past several years. In June of 2020 MOL and MDLA co-sponsored a multi-day online event that focused on accessibility in online courses. The future goal of both organizations is to continue to forge cooperative agreements and co-sponsorships that will continue in 2021 and beyond.



Another group with which MOL has begun to work is the [Maryland Consortium for Adjunct Faculty Professional Development](#) (MCAFPD). MOL has included members of MCAFPD in its professional development mailing lists, and the two organizations have discussed a possible future collaboration to share information about adjuncts. It is another affiliation that MOL hopes to strengthen in the future.

At its four annual Board meetings, MOL also invites representatives of the Maryland Higher Education Commission and the University System of Maryland to provide updates and presentations on online education-related initiatives.

The MOL Database of Online Learning Information (DOLLI)

Over the past three years MOL has created a searchable database of information about online education policies and practices at our member institutions. The database could be thought of as a more structured product of the informal networking and sharing that is a strong component of the consortium. The DOLLI design team is led by Diana Zilberman (formerly at BCCC and a past MOL president)



DATABASE OF ONLINE LEARNING INFORMATION

MarylandOnline.org

and includes Karen Rege (Harford Community College) and Jeremy Harvey (formerly at BCCC). The team has created and edited tables in all of the online learning areas of greatest interest to MOL member schools. Each table is first tested and vetted by a volunteer MOL test group and then opened for Board representatives to populate.

Using the Knack database tool, DOLLI now has tables of information on such topics as learning management systems, programs, student support services, external regulatory requirements, accessibility, open educational resources, faculty training, business operations, course management, faculty management, curriculum structure and design, quality assurance, assessment, and enrollments. An embedded tool allows users to do very specific searches.

As more MOL institutions participate in contributing data, DOLLI will become more robust. The goal is to eventually expand beyond MOL to other institutions in Maryland and possibly other states.

The MOL Seat Bank

The MarylandOnline (MOL) Seat Bank, begun in 2003 and one of the first services the consortium provided to its members, allows MOL schools to share seats in online courses. Participation is voluntary and exclusive to MOL member institutions. Institutions can pay a small fee to “adopt” courses or receive a small fee to “provide” courses. Through an agreement among MOL institutions, the Seat Bank makes the seat sharing seamless among participating institutions. A course taken at a sister institution is entered in the student’s transcript as if it were taken at the home institution.

A project to update and improve the Seat Bank began in 2018 in order to replace the aging infrastructure. MOL explored the possibility of contracting with an outside vendor but opted to make the improvements in-house at a lower cost. At the end of 2020 the first phase of the new Seat Bank was complete. A subcommittee to test the new Seat Bank was formed, and the pilot will begin in early 2021.

MOL Managed Projects

The Managed Project (MP) framework provides guidance and information to member institutions on specific topics in online education and promotes solving common problems through member collaboration. MOL has hosted a number of MPs over the years, on a variety of topics. In 2020 the Accessibility Managed Project, in progress since 2018, was to conclude with a second face-to-face event led by Deb Dorsey (Harford Community College). Because of Covid, Deb worked on adapting the program from an all-day face-to-face event to a multi-day online event using Zoom. The event was quite successful, and plans are in the works to repeat it in the future.

MOL Board Leadership Development

With the success of MOLLI, MOL decided in 2020 to look inward and focus on our own Board representatives. The Board Executive Committee approved a project to provide professional development in leadership skills and acumen for Board representatives. The goal was to benefit representatives in both their MOL Board and campus roles. Participation was voluntary and proved to be welcomed by all representatives whose schedules permitted. MOL engaged a consultant to provide three virtual group sessions with the Board during the summer, followed by individual sessions as requested.

Participants were in consensus about key benefits of the leadership sessions:

- 1. Discussions:** Using large group and small groups (via virtual breakout rooms), the workshops prompted interactive and in-depth discussions among Board representatives.
- 2. Collegiality:** Despite pandemic-induced separation, the training promoted a sense of belonging and ownership of MOL. Following the workshops, we continued to have small informal group interaction via coffee chats and informal discussion segments at Board meetings. A goal was to decrease the isolation many of our colleagues were experiencing due to the pandemic.
- 3. Extended opportunities:** Some Board reps expressed appreciation and shared plans to implement at their institutions what they learned in the leadership sessions.

With six MOLLI alumni on the current MOL Board, offering in-house professional development was a natural extension of MOL’s goal to support emerging leaders in online education.

MarylandOnline 2020 Highlights: **ADVOCACY**

Under *advocacy*, MOL's task is to champion excellence in online education through support of such initiatives as the national completion agenda and the adoption of new educational delivery formats; and to focus continued attention on such needs as improving online student readiness and success and ensuring online practitioners' access to high-quality resources for online teaching and learning.

MOL Membership in National Organizations

In order to keep our members informed on critical national and state issues, and to ensure MarylandOnline has a voice and visibility, MOL maintains membership in several organizations:

- The WICHE Cooperative for Educational Technologies ([WCET](#)) conducts professional development activities and posts news updates relevant to online education.
- The Online Learning Consortium ([OLC](#)) and Instructional Technology Council ([ITC](#)) memberships, in addition to providing professional development, give MOL exposure to national networks, and MOL staff use these networks to inform members, through announcements in the MOL Basecamp or via email, of national policy and legislative issues.
- The Open Education Consortium ([OEC](#)) provides a wealth of information and resources on open educational resources, a topic MOL members have indicated is a top priority for their institutions and the state.
- Beginning in January 2016, Maryland joined the National Council for State Authorization Reciprocity Agreements ([NC-SARA](#)). The state's participation enables colleges in Maryland to opt in to a national agreement and, after paying administrative fees, become SARA members. Membership allows Maryland colleges to serve students from other NC-SARA states without having to pay any fees that may be levied by those states. Additionally, as part of NC-SARA, schools do not have the cumbersome process of signing separate agreements with individual states.



Seventeen of MOL's member institutions are SARA schools. Because of questions regarding the process of joining and fee payments, MOL engaged the current President and Chief Executive Officer of NC-SARA, Lori Williams, to participate by webinar in a question-and-answer session for MOL member institutions. Dr. Williams was able to respond to questions and provide further context.

Toward the end of 2020, MOL staff began reviewing the fees institutions pay the state for NC-SARA participation. In 2021 this work will continue, to ensure the fee structure serves the interests of MOL members.

The MOL Annual Survey

Since 2001 MOL has conducted an annual survey of online enrollments, courses, and programs at all member institutions. The results are shared with members and on occasion are used by state agencies. Over the years the survey results have documented steady and, in some cases, extraordinary growth in online offerings at MOL institutions.

As the DOLLI project has grown, MOL made a decision to embed the Annual Survey in the DOLLI database. In 2020 an ad hoc committee was formed, led by Michelle Kloss, Board representative for Carroll Community College, to review the survey questions, update language as needed, and consider adding other relevant questions. The DOLLI work group was included in the discussions to advise on how the annual survey questions would fit with the DOLLI tables.

In addition to making the survey questions suitable for DOLLI, the committee resurrected an initiative to compare the MOL survey with an annual MHEC survey of distance learning to see if the two could be merged. A document mapping the MOL survey to the MHEC survey was prepared. The tentative conclusion was that, despite the two having several elements in common, the logistics of adapting the MOL survey to MHEC's would be difficult.

As the committee further addressed placing the survey in DOLLI, discussion centered on the need to update definitions pertinent to "online education" in light of the pandemic-driven massive state and national pivot to online or remote formats. The committee decided it would be wise to let the dust settle and for the nomenclature of online and remote to sort itself out before definitions were adopted. Their work was put on pause, with the plan to reconvene in 2021 to work on embedding an updated and improved survey into DOLLI.

MOL Member Institution and Board Representative News

MOL Board representatives report on significant developments related to online teaching and learning at their institutions during 2020, as well as individual achievements.

Allegany College of Maryland

Pam Deering, MOL Board Representative



- ACM was awarded, for the second year in a row, #1 ranking in the U.S. in the Registered Nursing Org's Online LPN-to-RN Program.
- The College was awarded a M.O.S.T. OER Institutional Grant by USM Kirwan Center for Academic Innovation for an inter-institutional project proposed with Garrett College and Frostburg State University.
- The year-to-year eCourse headcount (Blended, Flex, and Web courses) grew 9% in each semester of 2020—spring, summer, and fall.
- In Fall 2020, 1,658 seats were taken in ACM's newly defined F2FA (face-to-face-alternating) classes, in which half the students attend class on site while the other half attends virtually; and they alternate the location of their attendance from one class session to the next.
- The required training for teaching eCourses was completed by 54 faculty for online course delivery, 13 faculty for blended course delivery, and one faculty for flex course delivery.
- Quality Assurance of eCourses
 - 42 internal course reviews of Quality Matters (QM) Essential Standards were completed.
 - 39 internal course reviews of QM Very Important & Important Standards were completed.
 - Review and Improvement Outcomes: 35 courses met all the QM Essential Standards; 28 courses met the entire set of QM Standards.
- The ACM Online Tutoring site was created in Brightspace; ACM tutors scheduled and provided virtual tutoring through this site after the pandemic hit.
- A virtual Student Lounge was created in Brightspace to provide support to students and enhance social connections among them during the pandemic through dissemination of information, conducting online discussions, and scheduling art, music, and fitness activities.
- New equipment installations/updates were made to 25 classrooms for facilitation of flex classes and F2FA courses.
- Wireless Internet access was extended to multiple parking lots on campus for student access to online content, live lectures, etc.
- 100 laptops were purchased for faculty to conduct remote teaching.

Anne Arundel Community College

Colleen Eisenbeiser, MOL Board Representative



- During the middle of the spring term (April 2020), all courses at AACC were transitioned to remote learning due to the COVID pandemic.
- In addition to already existing online services, remote services for students were expanded to include:
 - Under-used computer labs were deconstructed, and the laptops were reconfigured with all the necessary specialty computer science software. These laptops, along with Wi-Fi hotspots and webcams, became available for check-out from the library for students who lack the technology needed to be successful in the online environment. Students contact the library with specific device needs, and after verifying eligibility, devices are shipped to the student's home with a pre-paid return address label included for easy return to the college.

- Truxal Library expanded virtual reference desk services including a new chat service.
- Peer tutoring went virtual.
- Using Microsoft Bookings, Student Ambassadors were made available to meet remotely with students to answer questions and give support.
- Bookings was also used for faculty to book one-on-one appointments with an Instructional Designer.
- Advisors were available to meet with students remotely through portal email and Virtual Advising.



- The Virtual Campus redesigned training to help faculty develop or make major revisions to an online course to meet quality standards.
 - These course shells were designed to meet standards of outcome alignment, to be accessible in terms of Americans with Disabilities Act (ADA) compliance, and to improve student engagement, thereby meeting the Q-CAR standards (based on SUNY's OSCQR).
 - During the summer, 59 courses went through the process and the newly developed/revised courses were offered in the fall term.
 - During the fall, another 59 courses were taken through this process with expected delivery in the spring term.
- Instructional Designers worked with 150 faculty members to design and support online courses. (Included are mainly the resiliency courses and some additional faculty that were not part of the grant.)
- The Virtual Campus recorded and edited more than 200 videos — comprising over 45 hours of training for HCAT's use in their Canvas courses. Such a massive influx of video tutorials called for some in-house assistance to provide closed captioning for all the training videos. Enter Human Resources, Talent Share Program, and a group of talented staff to transcribe and create the ADA-compliant closed captions.
- The Virtual Campus offered the eLearning Success Institute to all faculty. The purpose of the Institute was to ensure that every instructional interaction provides students with high-quality and equitable online experiences.
- Honorlock was purchased to offer secure online proctoring for those faculty with high stakes assessments.
- Zoom and Microsoft Teams were integrated with the LMS and made available for use for course meetings, faculty office hours, department meetings, etc.
- Best practices for virtual office hours, teaching in online synchronous mode, and virtual study group were shared with faculty.
- A new module, Teaching Remotely, was added to the Faculty Resource Community group in the LMS. This module was designed to help faculty get prepared for teaching online during the pandemic. It includes best practices, training, resources, and protocols for teaching at a distance.

Baltimore City Community College

Brian Terrill, MOL Board Representative

- With the pandemic the college moved remotely and trained all full-time faculty in online learning.
- The college ran institutional professional development days in August to provide faculty with training in best practices for teaching online and developing courses that are engaging and interactive in a virtual setting.
- The College will continue to provide professional development in 2021 as well as work to submit courses for QM certification



Carroll Community College

Michelle Kloss, MOL Board Representative

- The College migrated from Blackboard to Canvas in June.
- In response to the COVID-19 pandemic, Carroll introduced new instructional modalities, including *remote synchronous* and *mixed online* formats.
- The Online Learning department welcomed a part-time Accessibility Specialist focused on supporting faculty in developing accessible online courses.
- Online Learning staff developed and launched a Best Practices in Online Teaching professional development course, which runs monthly.
- A new *Online Course Observation Form* was piloted.
- Two online courses were QM certified.
- The College now offers 50 courses with no- or low-cost resources.



Cecil College

Colleen Flewelling, MOL Board Representative

- In 2020, Cecil had another course (PED104) approved by Quality Matters.
- We have had 25 more faculty (full-time and part-time) complete our Professional Development for Online Teaching course.
- We now have two degree programs and four certificates offered 100% online.
- And, like everyone, we somehow survived the quick pivot from mostly fact-to-face to 100% virtual with the pandemic.



Chesapeake College

Chandra Gigliotti, MOL Board Representative

- After shifting to remote learning for the spring 2020 semester, Chesapeake College made the decision in early May to move the fall semester online. In making the commitment early, the College was able to be proactive in transiting courses from remote learning to fully developed online courses.
- Faculty worked with instructional designers over the summer to develop their new to online courses into peer-reviewed asynchronous courses. Those faculty experienced in online teaching worked with peers new to teaching online to evaluate courses using a rubric developed in-house, based on Quality Matters, SUNY, and California course design tools.
- Additionally, faculty new to teaching online attended a month-long summer teaching online training course that addressed online pedagogy, student outcomes, and backward course design. Both credit and continuing education full-time and adjunct faculty attended.
- Spring and fall student course evaluations documented the success of the move to online instruction, in that student course satisfaction was equal to pre-COVID offerings.
- The College subscribed to Respondus Lockdown Browser and Monitor to facilitate online test proctoring.
- The faculty Committee on Teaching and Learning began working on a mentorship program to partner seasoned online faculty with those new to teaching online. They began implementation during the switch to remote learning in the spring by reaching out to aid peers who had not previously taught online.
- Academic support and library services migrated fully online, working with students through live chat, email, and Zoom.



College of Southern Maryland

Stephanie Dowell, MOL Board Representative



- The College moved to completely remote operations on March 19th, 2020, and courses have been taught exclusively online since, apart from some hybrid lab courses. It was determined that CSM would remain in remote operations through the end of the Spring 2021 semester.
- While in remote operations, a new modality emerged called Real-Time Technology (RTT), which replaced face-to-face courses and used Zoom to enable students and instructor meet synchronously during their designated class time. This modality provided students the benefit of meeting with their instructor twice a week while maintaining safety by studying from home.
- A new mandatory training was developed to assist faculty with their online courses. LMS-6000, Online Course Design and Teaching Orientation, is an 8-hour training that takes a more in-depth look at the LMS and all its tools. It encourages instructors to create and design courses that are both accessible and rigorous while using the LMS to its full advantage. Fellow instructors helped to create the course by providing "Faculty Tips and Tricks" throughout. After the completion of the training, the faculty maintain access to the course and can refer to it as a resource.
- At the college, Online Academic Rigor and Presence (OARP) is used to check the quality of online courses. OARP Phase II was initiated, in which two cohorts went through the process of redesigning and developing their course masters to be in accordance with OARP standards, led by the assistance of the Instructional Designers. This process will continue into the next academic year until all courses have been OARP-certified.

Community College of Baltimore County (CCBC)

Stephen Kabrhel, MOL Board Representative



- The college agreed to a contract with D2L for their Brightspace product to become the new Learning Management System, with full roll-out to occur June 7, 2021.
- CCBC added two more online and five blended associate degrees, along with five credit and three non-credit certificates, to bring CCBC's total to 82 online and blended programs.
- In spite of the pandemic, CCBC saw overall credit enrollments above budget by 7.7% in the summer, 4.0% in the fall, and 17% in the winter.
 - 46% of classes delivered via Remote Online, and 37% classes delivered via Online and Blended for fall 2020.
- In the 2020 calendar year, online and blended enrollment surged 34%. Online and blended FTE surged 33%. Online and blended learning went from 24% of total FTE in 2019 to 34% in 2020. There were 10,000 more online and blended enrollments in 2020, at 39,663.
- The college trained 96 faculty in remote online teaching techniques in a Summer Remote Learning Institute.
- Eight faculty are taking the year-long Online Development Institute.
- Urkund (soon to be Ouriginal) became the new plagiarism tool for the LMS.
- The number of remote proctoring "seats" tripled from last year, with only half of the semester completed.
- CCBC hired a new Provost and Chief Academic Officer, Dr. Joaquin Martinez from Miami-Dade Community College, as of June 1, 2020.



Frederick Community College

Tony Hawkins, MOL Board Representative, Interim



- Frederick Community College activated the Continuity of Instruction plan for migrating classes to a remote environment on short notice. In order to make this transition smooth, Online Learning and Instructional Innovation (OLII) assisted with the transition to remote instruction and delivered necessary training for both instructors and students.
- At the start of the spring 2020 semester, 17% of our class sections were fully online and 13% were hybrid classes that had both face-to-face and online components. All credit classes had an active Blackboard class companion site that could be used to communicate with students, post syllabi and grades, conduct instruction, and collect student class evaluations. 80% of FCC courses were offered remotely after the pivot.
- Given the immediate impact of the pandemic and the anticipated effect on the future of instruction at FCC, the Center for Teaching and Learning (CTL) offered special professional development and training to help faculty enhance the quality of their remote online/hybrid courses. The Essentials for Teaching and Designing Online and Hybrid Course was immediately created to expand faculty online/hybrid teaching skills while participants adapted their fall course(s) for the new learning modalities. 60 faculty members were selected to participate in the six-week essentials course. Feedback received from participants expressed the value and benefit of the Essentials course in preparation for the fall semester.
- We discovered that some courses—for example, science labs, hands on art, music, and several Continuing Education and Workforce Development (CEWD) courses—could not be immediately transitioned to a remote format. To address this challenge, the College hired a new Instructional Designer to work specifically with the CEWD staff and adjuncts to support curriculum development, develop course management tools, provide technical assistance for transitioning to the online environment, and deliver adjunct training sessions. This component will develop a foundation that workforce education can build upon as we envision continuing to support workforce education in an online environment into the future.
- Frederick Community College is using all of the available resources to successfully pivot to remote learning with minimal impact on students. A remote learning survey completed in November by almost 1,000 students taught us how students responded to the transition. We found out what they preferred, what worked, and what didn't for them. In the survey students described what services they used and what they missed.

Garrett College

Fred Stemple, MOL Board Representative



- Garrett College was a recipient of a 2021-22 Appalachian Regional Commission (ARC) Grant for OER faculty work to support the College's OER initiatives to bring quality, low or no cost textbook resources to students.
- Garrett College was a recipient of the University System of Maryland's 2021 Maryland Open Source Textbook (MOST) OER Institutional Grant for its Western Maryland collaborative project with Frostburg State University and Allegany College of Maryland. *(Five cross-institutional teams of eighteen individuals are participating in the project from English, math, and science faculty disciplines, libraries, and instructional design and technology support staff.)*
- Online enrollment at Garrett College in FY2020 showed a pre-COVID-19 increase of 36% (as reported in the 2020 MOL Annual Enrollment Report).
- MSCHE reaffirmed Garrett College accreditation in 2020, with the Middle States evaluation team report-out recognizing Distance Learning initiatives.
- Garrett College Distance Learning met challenges in 2020, with academic courses transitioning to fully-remote delivery while training and preparing all faculty to deliver quality courses for students.
- Garrett College's Coordinator of Distance Learning joined the Maryland Distance Learning Association's Advisory Board in 2020.

Hagerstown Community College

Vidda Beache, MOL Board Representative



- Although we temporarily moved to remote operations during the COVID pandemic, HCC's Distance Learning team completed the transition from Moodle to the new D2L learning management system on schedule.
- We transitioned all of our student evaluations online during the fall 2020 semester, and began a pilot of outcomes assessment in the LMS that will continue into the spring.
- Over past year, our William M. Brish Library staff created nine different groups within the M.O.S.T OER Commons Hub to support faculty members who are working to create or identify OERs.
- Our Mathematics & Science division also utilized M.O.S.T OER grants to reduce textbook costs and host virtual labs in their courses.
- Our Fletcher Faculty Professional Development Center (FFDC) staff assisted faculty who were teaching remotely to convert approximately 107 exams into digital format. They also hosted training sessions on the use of the Quality Matters (QM) Rubric (i.e., the QM APPQMR course).
- QM Rubric workbooks were provided for all full-time faculty, so that these best practices would continue to be referenced while faculty converted courses from F2F to remote instruction.
- To support the year-long transition to remote instruction, our staff also hosted a variety of professional development workshops, including 10 sessions on the use of Zoom, D2L Virtual Classroom, and other web conferencing tools.
- The college acquired Proctortrack, and the Academic Testing Center is now able to provide virtual proctoring services to all students.
- We integrated Blackboard ALLY into our LMS, and trained faculty to review the accessibility issues within their course design.
- We implemented the use of Turnitin in all credit courses, in order to improve overall academic integrity standards.
- The college procured the Panopto multimedia platform, and faculty were instructed on how to use this tool and engage students in interactive learning experiences.
- Our Learning Support Center expanded its services to provide virtual tutoring, which students may now access directly within their online classroom(s).

Harford Community College

Melissa Harris, MOL Board Representative



- The eLearning department, in collaboration with the Center for Teaching and Learning (CETL), developed and implemented a wide range of faculty training in response to HCC's campus closure in March as all courses moved online. The Teaching Online Academy (TOA) and Teaching Online Academy: Next Level (TOA:NL), in addition to existing Blackboard Basics training, provided faculty with the academic and technical skills necessary to transition to online teaching quickly and effectively. By the end of August 2020, more than 230 faculty successfully completed TOA training, which included self-paced modules and weekly live drop-in sessions hosted by eLearning staff. TOA:NL was developed side-by-side with TOA and released to faculty prior to the Fall 2020 semester with nine modules; additional modules were released in November, with more scheduled for January and April 2021 in addition to concentration tracks.
- In May 2020, the campus Distance Learning Committee (DLC) recommended a new Collaborative Course Design (CCD) process to streamline the development of selected online courses. CCD courses focus on quality course design, teaching, and delivery to increase learning effectiveness and are intended to be used as a template across all sections of a course.
- As all courses moved online, HCC saw an increase in faculty use of Honorlock online proctoring services that necessitated a move to enterprise licensing. Additional training and awareness assisted faculty in using this

tool to protect academic integrity and provide students with testing options as the Test Center limited hours of operation. In addition to course usage, the Test Center utilized Honorlock with placement testing that was moved to Blackboard in response to the campus closure and availability restrictions.


- An Online Student Success module, developed by the DLC and eLearning, was delivered to students enrolled in HCC's New Student Orientation course and placed in selected high school dual enrollment courses. The module provides Blackboard, general technology, and academic skills training and received positive feedback from both students and faculty.
- HCC's eLearning Design Institute (eDI) was transitioned from a week-long intensive face-to-face experience into VeDI (Virtual eLearning Design Institute). The program is designed for experienced online faculty to explore best practices in quality course design using innovative pedagogies in online teaching and learning. The eDI/VeDI process includes redesign of an existing online course by the faculty cohort as they examine existing course materials in a collaborative environment.

Howard Community College

Megan Myers, MOL Board Representative



- Instructure featured Howard Community College (HCC) both at CanvasCon and in their social media streams ("Howard Community College Uses Canvas LMS as A One-Stop-Shop for Students & Faculty") to highlight our Canvas usage and implementation of the Outcomes tool to build a Gen Ed Dashboard.
- HCC launched online programs in General Studies and Business Administration.
- We created an Orientation to Online Learning to partner with our Orientation to HCC and a suite of online workshops so that students can be fully oriented online and prepare for a successful learning experience.
- In order to prepare faculty to pivot to remote and online teaching during the COVID pandemic, we modified our month-long Teach Online workshop to a 10-day version. Over 2020, more than 300 faculty and staff completed Teach Online. Alongside Teach Online, we offered Professional Development in areas such as Active Learning, Group Work, VoiceThread, Canvas tools, Zoom, and Dropout Detective and much more.
- We adopted Dropout Detective to utilize Canvas data and provide analytics on students who are at risk of not completing the semester. It will serve as an early alert tool, facilitating communication between faculty and advisors to promote completion and retention.
- Our staff/faculty-student coaching program (Step UP) went online this year! When students moved online, our coaches did too, as well as their training, workshops, and communications.
- A full-time Instructional Designer joined our team in July. A GEER (Governor's Emergency Education Relief Fund) grant and close collaboration with our Continuing Education and Workforce Development Division has led to a new part-time Instructional Designer dedicated to Con Ed course development.



GET CHARGED UP↑ CANVAS TRAINING
Welcome | Getting Started

Welcome to **Get Charged ↑ With Canvas!**

Canvas is a learning management system (LMS) that HCC uses to provide course materials, content, assignments, and feedback to our students. This your home for Canvas training which focuses on four main components:

- Organization & Content
- Assessment
- Collaboration
- Communication

These components are addressed in four skill levels:

- Novice
- Intermediate
- Advanced
- Expert

The first two skill levels (Novice and Intermediate) focus on the necessary Canvas skills, which will be offered both synchronously and asynchronously. Currently, asynchronous training is only available as a resource and is not available for PD credit. Look for an announcement in this site for when the assignments have been added, allowing faculty to earn asynchronous PD credit. Find synchronous PD training sessions in the [PD Calendar](#).

- Faculty are flocking to our advanced and expert level workshops like (1) using Design Tools to adopt a template for consistent student navigation and (2) utilizing VoiceThread to create engaging and personalized interactions with our students.
- We redeveloped our Canvas training to focus on four levels and four thematic areas. This approach allows our faculty to dive deeper with upper-level trainings and identify areas they want to focus on for the future. Faculty can attend synchronous workshops or complete the training asynchronously.

Montgomery College

Michael Mills, MOL Board Representative



- Spring 2020
 - To quickly prepare for emergency remote teaching as a result of COVID-19, MC trained nearly 200 people in areas such as student engagement and assessment.
 - Work began on developing a plan for a virtual campus by examining gaps in both Academic Affairs and Student Affairs.
 - Nearly 1,200 participants attended a Professional Development Speaker Series focusing on teaching and learning in a remote environment and how faculty can demonstrate empathy to students
- Summer 2020
 - MC used \$1.3 million in CARES Act funding to train nearly 700 part-time and full-time faculty on teaching in a remote environment. Thirty faculty members helped guide those participants going through the training.
 - An additional approximately 120 faculty already trained to teach online participated in advanced training in universal design, alternative assessments, and emerging technologies.
 - MC partnered with Kwantlen Polytechnic Institute in British Columbia, Canada, and Maricopa Community College in Phoenix, Arizona to offer a United Nations Sustainable Development Goal Open Pedagogy Fellowship. A total of 41 faculty across the three institutions worked in teams to develop open pedagogy renewable assignments focusing on the SDGs. More than 1600 students were impacted by these assignments, allowing them to be agents of change within their own communities.



■ Fall 2020

- MC won the Open Education Global Award for Excellence in the Open Pedagogy category for its UN SDG Open Pedagogy Fellowship.
- An additional 100 full-time and part-time faculty were trained to teach in a remote environment.
- Enrollment in fully online courses increased 30 percent compared to the Fall 2019 semester.
- Enrollment in the Extended Winter Term (five weeks fully online; no traditional three-week winter term was offered) was about 3,000, approximately 1,000 more students than the two winter terms in 2019 that include fully online and on-campus classes.
- Work continued on a Virtual Campus Strategic Plan through the development of priorities and recommendations, with strategies for implementation.

Morgan State University

Cynthia Brown-LaVeist, MOL Board Representative



- Morgan State University received a \$40 million gift from noted venture philanthropist and author MacKenzie Scott. The generous and transformative gift is the largest single private donation in Morgan's history and the second largest gift to any public Maryland university. The unrestricted funds will be used to support University efforts essential to student success as well as to advance research and enhance investments in other mission-focused priorities and initiatives. ([Morgan State University Receives Historic Gift of \\$40M from Philanthropist MacKenzie Scott – Morgan State University Newsroom](#))
- The Master of Science in Project Management ([MSPM](#)) program at Morgan State University was accredited by PMI's Global Accreditation Center for Project Management Education Programs ([GAC](#)). The MSPM program is offered face to face and online and is housed in [Morgan's Earl G. Graves School of Business and Management](#). Degree programs that achieve GAC accreditation must demonstrate and meet the Center's rigorous global standards, which include an assessment of each program's objectives and outcomes, faculty and student evaluations, on-site and online resources, annual self-evaluation, and proof of continuous improvements in the area of project management education. ([Morgan's Master of Science in Project Management Program Earns International Accreditation – Morgan State University Newsroom](#))
- Morgan State University launched the new Bachelor of Science degree in Cloud Computing in fall 2020. The undergraduate Cloud Computing degree marks the first such program of its kind offered at a Maryland university and advances opportunities for students seeking highly sought-after proficiencies in a growing interdisciplinary field. The Cloud Computing undergraduate degree is offered face to face and online. ([Morgan State University Board of Regents Approves New Bachelor of Science Degree in Cloud Computing and New University Policies – Morgan State University Newsroom](#))
- Morgan State University transitioned instruction to remote (synchronous and asynchronous online) instruction during the spring 2020 semester due to the Covid-19 pandemic. The Remote Only option remained in effect for the remainder of 2020. During the spring and summer 2020 semesters, Morgan Academic Technology Services provided remote instruction training to transition face-to-face instructors to remote instruction. This remote instruction training was in addition to the ongoing Quality Matters training for online course development and instruction. Over 150 instructors received remote instruction and/or Quality Matters training during 2020. ([In Response to Growing Concerns Pertaining to Increases in Positive COVID-19 Cases and Testing Challenges, Morgan State University Shifts to Remote-Only Instruction for Fall Semester – Morgan State University Newsroom](#))

Prince George's Community College

Rhonda Spells Fentry, MOL Board Representative



- In response to the pandemic:
 - 270 faculty were trained to teach in a remote synchronous environment. 668 students completed training to prepare them for learning in a remote synchronous environment.
 - 400+ laptops with secure connectivity to the PGCC network were issued to key employees across the College.
 - Telecommunications remote access to College phone lines and call centers was provided via laptop for key staff in eLearning and the Service Desk.
 - The College distributed 350 laptops as part of the Student Laptop Loaner program.
- Approximately 60 faculty completed training to teach online or hybrid courses for the first time – two times the number trained last year.
- PGCC's first fully online winter session in December 2019 offered 19 courses. In the four-week, fully online winter 2020-2021 session, course offerings increased by 163% to 50 sections.
- To better support student success in the online learning environment, four new staff were hired in fall 2020 to support eLearning Services: an Online Student Success Coordinator, two Instructional Designers, and one Multimedia Technologist/Trainer.

Stevenson University

Nadine Edwards, MOL Board Representative



- Stevenson University launched its first doctoral program, the Doctor of Psychology in Clinical Psychology.
- Stevenson University Online had a change in leadership as well as expanded opportunities for online students, including:
 - Dr. Ali Eskandarian was appointed as the New Dean of Stevenson University Online and Vice Provost for Online Learning.
 - Forensic Nursing was added as an area of concentration to the Master's Degree in Nursing.
 - The University established several new partnerships with various area community colleges, corporations, and healthcare organizations. They included two new cohort programs for Baltimore County and Baltimore City public schools, as well as associate-to-bachelor's partnerships with Harford and Wor-Wic Community Colleges.
 - Stevenson sponsored a Dean's Symposium: Mental Health Among Healthcare Workers
- The Learning Technologies & Instructional Design Services team provided a variety of professional development opportunities, including:
 - The team assisted with the implementation of a new Academic Continuity website to provide a variety of resources for faculty teaching in a variety of modalities.
 - In collaboration with the other partners of the Center for Teaching & Learning, the team developed and implemented an online workshop entitled "Course Design for Whatever the Fall Brings: Engagement, Community, Flexibility, and Academic Continuity" as a required offering for all faculty to assist with the transition to teaching remote, hybrid, and online.
 - A series of webinars was provided to faculty on regular and substantive engagement, academic continuity, and hybrid formats.
 - The Applying the Quality Matters Rubric workshop was conducted for 40 faculty.

- Faculty Professional Development
 - Dr. Brandy Jenner was hired as Associate Director for Teaching and Learning Excellence.
 - The University provided ongoing faculty training and support on technology and online teaching pedagogy.
 - UB worked with two cohorts of Law faculty to transition them to Sakai.
 - UB developed and implemented Promoting Online Excellence (POE) Lite and prepared for POE beta-testing
 - We rolled out “Communities of Practice” at University of Baltimore (UB):
- We piloted the CoP model last summer with Open Education Resources. The Fall 2020 CoPs included Virtual Field Trips, Open Education Resources, and Using VoiceThread.
- Spring 2021 CoPs include Open Education Resources, Teaching with MS Teams, and the POE beta-testing group.
 - UB won a M.O.S.T. grant for Open Education Resources.
- The University secured a \$20,000 grant in conjunction with library colleagues to promote the adoption and creation of Open Education Resources at UB.
 - We implemented a CELTT (Center for Excellence in Learning, Teaching and Technology) newsletter.
- We increased the institutional profile of CELTT through a biweekly newsletter listing opportunities, showcasing teaching excellence, and promoting CELTT services to faculty.
 - UB provided Faculty Mini-Grants.
- We supported faculty scholarship through the creation of a program of mini-grants. Three grants were awarded in Fall semester 2020 for new and continuing scholarship projects.
- Infrastructure
 - Online Exam Proctoring Services: The online exam proctoring RFP developed by the University of Baltimore was converted to a successful Maryland Education Enterprise Consortium (MEEC) RFP. The RFP master contracts, beginning on July 1, 2020, were awarded to Examity and the PSI (RPNOW).
- The University of Baltimore implemented RPNOW as its online exam proctoring solution at the onset of the Fall 2020 semester.
 - UB upgraded the LMS to Sakai 20.
 - We expanded Explorance Course evaluation resources.
 - UB incorporated LTIs/Incorporations/Custom Tools into Sakai (including Panopto, Zoom Pro, Perusall, and VoiceThread).
- COVID Response
 - UB transitioned the campus to remote instruction.
 - The University developed Student QuickStart and Faculty Hub resources sites.
 - We reinvigorated New Faculty Orientation by re-aligning content and merging tenure-track faculty and adjunct faculty orientations.
 - The University trained colleges on how Sakai works with the UBalt ecosystem

University of Maryland Global Campus (UMGC)

Rob Coyle, MOL Board Representative



- In December 2020, Dr. Gregory Fowler was named seventh President of UMGC, succeeding Javier Miyares, who led the University for eight years. President Fowler joined UMGC on January 4, 2021, after nearly nine years at Southern New Hampshire University (SNHU), where he served in a dual role as Chief Academic Officer and Vice President for Academic Affairs before being named President of SNHU's Global Campus in September 2018. He has held senior-level academic and administrative positions at a number of institutions, including Western Governors University, where he served as Associate Provost and Dean of Liberal Arts, and at Hesser College in New Hampshire, where he served as Chief Academic Officer and Vice President for Academic Affairs.
- UMGC created and filled the new position of Vice President for Digital Teaching and Learning to provide leadership and coordination across the institution for course development, curriculum design, and alternative programs. The University established a cross-functional "Learning Model and Classroom Experience" workgroup to develop an implementation plan for ensuring academic quality and consistency in the online classroom and improving the student learning experience. UMGC also formally adopted Quality Matters to set standards for online course design, quality assurance, and continuous improvement.
- Throughout 2020, UMGC played a supportive role as institutions continued to respond to the coronavirus pandemic. UMGC donated funds to the University System of Maryland's (USM) Kirwan Center for Academic Innovation to support the OnTrack initiative. UMGC has been an active participant in OnTrack through offering training and professional development sessions for faculty and campuses as they have made adaptations both to instructional technology and teaching methods.
- UMGC formed several new strategic partnerships with businesses and organizations in 2020 to provide and expand workforce training and educational opportunities. These included alliances with the world-class technology services firm Apex Systems and the Northern Virginia senior living and healthcare employer Goodwin House Incorporated. In July 2020, UMGC teamed up with Papa John's International, Inc., as a partner in the company's "Dough & Degrees" tuition assistance program for Papa John's corporate and franchisee team members, as well as their immediate family members.
- UMGC was selected for inclusion in the National Cyberwatch Center's 2020 Innovations in Cybersecurity Education Program. The Center is a consortium of higher education institutions, businesses, and government agencies focused on advancing information security education. UMGC was recognized for its innovative cybersecurity-competition team, which uses an open-source Capture the Flag (CTF) platform that both facilitates the student tryout process and allows current team members to help prospective team members succeed.
- In November 2020, UMGC was selected as one of five partner schools to support the launch of the newly formed U.S. Naval Community College (USNCC). For the phase one pilot beginning in January 2021, UMGC was selected to deliver online cybersecurity courses from its Associate of Arts in General Studies program. The USNCC originated from a study conducted by the Navy to identify educational opportunities to better prepare and support enlisted service members throughout their careers, including degree and certificate offerings that are relevant to both naval operations and private-sector labor demands.



Wor-Wic Community College

Kimi Lichty, MOL Board Representative

- Membership in the National Council for State Authorization Reciprocity Agreements (NC-SARA) was approved in the fall of 2020.
- Ally accessibility software was piloted in the summer and fully implemented in the fall as part of our efforts to improve the availability of accessible content in the Blackboard learning environment.
- Eesyssoft for Blackboard was implemented to help strengthen online support resources for faculty and students.
- Options for enhancing online content are ongoing, and SoftChalk was introduced in the fall to help develop engaging interactive content.
- Faculty participated in online professional development prior to the start of fall, with the goal of helping improve teaching and learning virtually and online.
- Review of online proctoring solutions was initiated in the fall of 2020 to help find the right solution to maintain exam integrity.



The MOL Administrative Team

The MOL virtual “front office” is made up of Dr. Wendy Gilbert, Executive Director; Dr. Julie Porosky Hamlin, Director; and Dr. Kathleen Gallagher, Administrative Coordinator.

Executive Director

Wendy Gilbert heads up strategic planning for the consortium, plans and staffs professional development activities and events, and manages MOL’s budget, accounting, and other administrative areas. She provides support and coordination for the Finance, Audit, and Budget Committee of the Board; plans all aspects of Board meetings; oversees the MOL Seat Bank; and supervises the MOL Administrative Coordinator, DOLLI Director, and MOLLI Director. Dr. Gilbert serves on a number of MOL committees and is on the advisory committee of the Maryland Distance Learning Association and the Maryland Open Source Textbook initiative. She also serves on the Institutional Review Board of the Pacific Institute for Research and Evaluation, reviewing educational research protocols.

Administrative Coordinator

Kathleen Gallagher provides Board support, manages MOL records, assists the executive director with financial tracking and reporting, and coordinates registration for MOL’s professional development workshops and events.

Director

Julie Porosky Hamlin, in addition to routine duties in support of the Executive Director, participated in the planning and coordination of the MOLLI 2020 virtual program and other MOL initiatives. Additional duties involved serving as MOL’s staff liaison with QM and with MOL’s legal counsel, and service on the joint MOL-QM task force for the business restructuring that completed its work in the fall. In 2020 Dr. Hamlin was invited to serve as an expert reviewer in a project to articulate higher education’s quality guidelines for distance/online education in the 21st century. The intent of the project, led by the National Center for Higher Education Management Systems (NCHEMS) on behalf of NC-SARA, is to update the 2011 *Interregional Guidelines for the Evaluation of Distance Education* developed by the Council of Regional Accrediting Commissions.



Quality Matters 2020 Highlights

Quality Matters Executive Director Dr. Deb Adair has provided below a brief summary report for 2020. A more complete annual report for QM, its 2020 “QM Community in Review,” is anticipated to be available at [this link](#) in March of 2021.



Quality Matters Executive Director's Report Summary for Operating Year 2020

Summary for 2020:

QM's goals and supporting operations in 2020 were significantly altered by the COVID-19 pandemic and the response to that required by the community. Our hiring plans had to be delayed, in some cases to 2021, which increased our challenge in meeting the unprecedented demand for QM services. We had record new membership: 351 completely new institutions in 2020 and 23 returning from a previous subscription year for a total of 1,519 institutions (nearly 440 more than last year) and 429 individual members. Of the institution number, 151 K12 districts joined in November when the South Dakota Department of Education also contracted with QM for teacher professional development for 838 teachers to take our 7-workshop Teaching Online Certificate in 2021. In fact, membership and general interest from international institutions and K-12 institutions were significantly higher in 2020, either driving or influenced by significant numbers of external presentations/engagements by QM staff in international (24) or K12 (21) events. The pandemic, of course, was the single biggest driver.

Our professional development was even more in demand with the fee-based enrollments increasing more approximately 150% and QM training registrations (including licensed trainings) exceeding 36,284 enrollments. Because of community needs, we also increased our free webinars and workshops to support almost 17,000 individuals. This unexpected growth required QM to find ways to scale within existing and planned staff capacity without any certainty demand would continue. We expanded and packaged our professional development offerings in ways that met emergent needs for faculty new to online and we had to quickly onboard 40 new external facilitators to help us scale. Our workshops related to teaching online were especially popular – our Teaching Online Certificate program exceeded enrollment targets by 200% and the Teaching Online workshop did so by 632%. Looking towards 2021, interest in the TOC remains strong.

In addition to the PD related response, we had to pivot in other areas: the federal Paycheck Protection Program loan/grant was applied for and received; three planned F2F conferences had to be delivered virtually and previous hotel commitments managed; the CHLOE 5 survey was quickly developed and launched on a radically revised schedule to respond to and capture the realities of the pivot to online education; and new, unplanned resources ([QM Emergency Remote Instruction Checklist](#) (ERIC), [QM Bridge to Quality Course Design Guide](#) and a variety of webinars, [articles](#), and other collateral) had to be developed to support our community's needs in moving their entire curriculum online. The ERIC, alone, was accessed by more than 20,000 people.

Still, the organization had ongoing business needs and responsibilities to meet and plans to move forward. We engaged in a robust strategic planning process throughout the second half of 2020, starting with the director-level staff in August and the board in October, with community validation work happening in November and early December. We recruited, vetted and elected new board members, we had a successful financial review for 2019, worked with the [National Council for Online Education](#) to stand up a website initially focused on COVID-related resources and created or extended many other collaborations, developed credit-earning opportunities with member institutions for our PD, published articles, moved our entire PD curriculum to the Canvas LMS, developed an internal Management Guide and provided organization-wide staff training, hired a law firm on retainer to conduct a legal risk audit and provide lower-cost legal support; updated bylaws and articles of incorporation; negotiated a separation agreement with MOL for QM independence and ownership of the intellectual property; and significantly exceeded budget expectations.

The Road Ahead:

During COVID-19, QM has been a lighthouse for quality in a murky time; our expertise in course design and faculty development was widely acknowledged as we attracted record levels of membership and professional development

The higher education, K-12, and international communities turned to QM for support in helping novice practitioners move from F2F to online teaching. At the same time QM was widely seen as the gold standard for basic course design, we are seeing questions raised about the relevance of QM for advanced online practitioners, those moving toward new modes for teaching and learning, and for the recent emphasis on equity and inclusivity in education. As we enter an economic landscape in 2021 and 2022 of decimated state budgets, uncertain tuition revenue, and overcoming significant revenue losses during the pandemic year, affordability of what QM offers will be a major concern.

MarylandOnline Board Representatives, 2020

The 2020 roster of MOL Board of Directors representatives shows representatives' titles at their institutions and identifies the Board officers. The officers together form the Executive Committee of the MOL Board.

Allegany College of Maryland

Pam Deering

Director of Instructional Technologies & Multimedia Services

Anne Arundel Community College

Colleen Eisenbeiser

Dean of Learning Advancement and the Virtual Campus

Baltimore City Community College

Brian Terrill

Director of E-Learning and Instructional Technology

Carroll Community College

Michelle Kloss

(Vice Chair and Treasurer, MarylandOnline Board)

Associate Provost of Assessment and Institutional Research

Cecil College

Colleen Flewelling

(Vice President and Secretary, MarylandOnline Board)

Associate Dean of Academic Assessment and Development

Chesapeake College

Chandra Gigliotti

Dean for Teaching and Learning

College of Southern Maryland

Stephanie Dowell

Director of Online Learning

The Community College of Baltimore County

Stephen Kabrhel

Assistant Dean of Online Learning

Frederick Community College

Tony D. Hawkins (Interim)

Provost/Executive Vice President

Garrett College

Fred Stemple

Director of Distance Learning & Instructional Design and Academic Director of STEM Programs



Hagerstown Community College

Vidda Beache

Dean of Distance Learning

Harford Community College

Melissa Harris

Coordinator for eLearning

Howard Community College

Megan Myers

Director of eLearning

Montgomery College

Michael Mills *(Chair, MarylandOnline Board)*

Vice President, E-learning, Innovation and Teaching Excellence (ELITE)

Morgan State University

Cynthia Brown-LaVeist *(President, MarylandOnline)*

Director, Morgan Online

Prince George's Community College

Rhonda Spells Fentry

Vice President for Enterprise Technology

University of Baltimore

Constance Harris

Director of Online Learning

University of Maryland Global Campus

Rob Coyle

Assistant Vice President, Course Development

Stevenson University

Nadine Edwards

Director, Learning Technologies and Instructional Design Services

Wor Wic Community College

Kimi Lichty

Instructional Technologist