MarylandOnline
Roles

Expertise

Under expertise, MOL's goal is to help MOL's member institutions excel in the practice of online education. The consortium incubates new products and services that leverage collaboration among members; promotes and delivers professional development for online faculty and administrators; and, through its online-focused leadership institute, prepares leaders in the field.

Networking

Under networking, MOL's primary goal is to facilitate networking among stakeholders. The consortium addresses common challenges in online education by fostering the sharing of information, ideas, and resources among member institutions. Through direct services or access to information, members also benefit from MOL's collaborations with other online education organizations in Maryland and beyond.

Advocacy

Under advocacy, MOL's goal is to champion excellence in online education through engagement with initiatives that support students and teachers. Some areas of focus—such as diversity, equity, and inclusion; academic integrity; and the quality and affordability of instructional materials—carry over from year to year. Others are emergent issues that come to the consortium's attention. On behalf of its members, MOL uses its influence publicly at the state and national levels to promote online education.

Executive Director's Greeting

Welcome to MarylandOnline's 2021 Report to Our Presidents. *This annual report highlights the online education accomplishments of our consortium and its member institutions over the past year. In the report you will find program overviews and progress reports, news from our organization, and short summaries from our member institutions showcasing each one's achievements for the year.*

Our consortium relies on and is grateful for the involvement and support of senior leaders at our member institutions. We in turn are pleased to be able to provide this annual update to keep you informed about our activities. We hope you enjoy the 2021 Report.

Wendy Gilbert
Executive Director, MarylandOnline

2021: MOL Works Through an Identity Crisis…

For its first two decades, the MarylandOnline consortium functioned as a collaborative to serve a specialized higher education community: practitioners and supporters of online education. It was a growing community, but still a niche. Pictured below is MOL's first Board of Directors in 1999 or 2000. The members are looking straight ahead, but they would not have been able to foresee this future, in which an imperative for the wide-scale adoption of digital learning came from outside the academy.

The pandemic rocked our world. In a remarkably short time, during 2020 and 2021, the specialty became the mainstream. The online format for online learning, which quickly subdivided into several varieties, was now essential to sustaining educational delivery worldwide. Even when the pandemic began to subside, higher education would never go back to the "before times," nor would MarylandOnline. Digital delivery had opened a universe of possibilities impossible for even the most conservative of educators to ignore.

… And Helps Our Members Build on Lessons Learned

• Policies on faculty professional development for online teaching. • Best online tools for proctoring and student assessment. • Internal processes for online program development. • Recruiting instructional designers and other online education specialists. • Setting up a Virtual College.

These topics represent a sampling of those submitted during 2021 by the MOL Board and practitioner community in the MOL-hosted online Board forum for sharing questions and solutions. The topics reflect the challenges and preoccupations of MOL colleges during the pandemic's second year.

Last year's MOL report noted that the 19 member institutions of MarylandOnline had survived the chaotic, overnight conversion during 2020, drawing upon their internal expertise in online learning to gear up for all-virtual delivery. Despite resources stretched thin, several MOL schools implemented reorganizations and experimented with new instructional formats. Many emerged stronger.

MOL's role during the tumult has been not only to provide expertise but also to facilitate communication and mutual support among its Board and practitioner community. The consortium offered forums for problem-solving, professional development through a year-round webinar series, a customized leadership institute, an online course-sharing platform, a comprehensive database of online information, and a consortial subscription to online quality assurance resources through Quality Matters.

In this report MarylandOnline is pleased to highlight its member institutions' activities and achievements in online education during 2021, its own programs, and its plans for continuing to provide leadership in a new world of online education.

The 2021 MOL Webinar and Event Series

One of MOL's three primary roles is to provide expertise for the benefit of its community, and the MOL Professional Development Webinar and Event Series is a centerpiece of that activity. During the pandemic years, offerings have been limited to the virtual format, but the intent is to soon resume augmenting the webinars with in-person events on special topics.

In 2021 MarylandOnline (MOL) offered 17 free webinars on various professional development topics to nearly 700 registrants. Webinars were categorized as How To, Academic Interest, or MOL Leadership Institute (MOLLI)-sponsored. How To webinars focused on tools that faculty and staff could use in the online classroom, such as Zoom features or video captioning. Academic Interest webinars included discussion topics of current interest or urgency, such as diversity, equity, inclusion and belonging (DEIB), and ways to engage students in remote classrooms. Our MOLLI webinar focused on women in leadership.

Webinars ranged from *Decolonizing the Curriculum to Gamified Course Design*. In a special segment for our members, Russ Poulin, the Executive Director of WCET, previewed potential changes anticipated with a new president in a session titled *Some Things That Are Coming in 2021 AND What to Expect From the New Administration*.

The MOL Seat Bank

The Seat Bank made a great leap forward in 2021. In the early part of the year, a new Seat Bank platform was developed and tested, and by summer the platform was live. The new platform provides a cleaner interface and improved functions that streamline the process of sharing course seats. Site Administrators are now able to input flexible drop-dates and flag courses that require additional fees, features not available with the old system.

Throughout the summer and fall the Seat Bank Site Administrators (SA) continued to make improvements to the platform. MOL recognizes in particular the valuable contributions of Laurie Collins (Howard), Steve Kabrhel (CCBC), Melissa Harris (Harford), Adam Fantom (Harford), Patty McCarthy-O'Neill (Anne Arundel), and Kim Jacob (Frederick).

For the schools using the Seat Bank, administrative challenges remain. The increased numbers of remote and online courses as a result of the pandemic necessitated several policy changes at Maryland institutions that impact the way students take online courses and obtain textbooks and materials. Because the Seat Bank is a unique program that allows students to take courses from other MOL schools but record the course credits at the home institution, certain school policies need adaptation and alignment. We continue to work on overcoming the hurdles.

MOLLI

The MarylandOnline Leadership Institute (MOLLI), after a year of virtual-only operations, resumed its annual Residential Program in Annapolis, postponed from summer to October in 2021. With its immersive and intensive small cohort experience, the on-site component is the heart of MOLLI.

Director Doug Gray and his team conducted careful planning and risk assessment to determine if a face-to-face event would be feasible at that point in the pandemic's evolution. Though the decision to offer

the in-residence experience was a bit of a Hail Mary pass, the team was encouraged by the willingness of more than 20 applicants for the Institute, from 14 MOL institutions, to participate in person. With the help of host Historic Inns of Annapolis and excellent preparation by MOLLI staff, safety protocols were implemented and carefully followed throughout the four-day event. Participants judged MOLLI 2021 to be a resounding success. Cohort evaluation comments emphasized the value of MOLLI's well-integrated combination of individualized and group elements of learning and practice.

For 2021 the Institute's facilitator cadre was expanded to include MOLLI alumni Shinta Hernandez (Montgomery), Richard Smith (Harford), and Dionne Thorne (Johns Hopkins), who led the on-site activities. Veteran facilitators Doug Gray and Larry Ragan joined remotely, delivering their parts on-screen from the "jumbotron" in the Annapolis meeting room. A powerful keynote address was presented by Dr. Charlene Dukes, Interim President, Montgomery College and President Emerita, Prince George's Community College. Dr. James Fielder, Maryland Secretary of Higher Education, delivered greetings and wisdom for the fourth Residential Program in a row.

MOL Completes Its Database of Online Learning Information (DOLLI)

DOLLI, the MarylandOnline Database of Online Learning Information, was completed in August of 2021 and scheduled to launch for MOL representatives in January of 2022. Begun in 2017 as the "Best Practices and Guidelines Project," DOLLI is a home-grown repository to guide and benefit the MOL practitioner

DATABASE OF ONLINE LEARNING INFORMATION

MarylandOnline.org

A MOL community-created, community-sustained resource for best practice across all aspects of online learning

community by pooling information on the online education policies and practices of MOL member institutions. The completed database contains 17 separate topics organized by aspects relevant to online education. The topics include 240 discrete questions. Hats off to the DOLLI team, Director Diana Zilberman with Karen Rege and Jeremy Harvey, for bringing the database to completion.

Looking ahead, the DOLLI project is successful as long as it serves as a useful, continuously updated resource for MOL institutions. With this goal in mind, the objective for 2022 is to popularize the database inside MOL institutions, habituating the community to using the information available and assuring that it is regularly updated. During 2021 a number of adjustments were made to improve the precision and navigability of the database.

As suggested by DOLLI's Advisory Council, a body with wide geographic representation, the database may be expanded outside of MOL via a number of possible pathways. One approach would be inviting other institutions to participate in DOLLI as subscribers at a cost, thus generating a revenue for MOL. Another option could be exporting the database framework to interested consortia outside Maryland, drawing on the originality and relevance of the DOLLI questionnaire. The DOLLI team is exploring these options.

New Websites for MOL and MOLLI

Readers may have noticed a new look to the MOL website! Throughout 2021 staff, with suggestions from Board representatives, put in place various content updates and format changes so that the pages are aesthetically pleasing and easy to navigate to find important information, resources, and tools. This refreshed look includes new photos as well as updated colors and logos throughout the site.

The Leadership page in particular has undergone quite a transformation, with a more streamlined layout showcasing member institutions, institution logos, and Board representatives. The new and improved Professional Development page is continuously updated to reflect the latest webinars MOL offers throughout the year. Links on the PD page enable users to register for upcoming webinars. Additionally, links are provided to the MOL YouTube channel, which contains recordings of all past webinars.

MOL will continue to update the website to ensure its community can easily navigate to the latest information, resources, and tools for the consortium's main services and programs, including the Seat Bank, MOLLI, DOLLI, and new services to come. The MOL Leadership Institute (MOLLI) now has its own separate page that will be further developed over the coming year.

The MOL Annual Survey: Overhauled and Improved

A two-year project came to fruition in 2021 with the launch of a revamped MOL Annual Survey. The survey summarizes online education activity at MOL institutions over the previous year, including online course enrollments and number of online courses, sections, and programs offered, both credit and non-credit.

One of the goals for the new survey instrument was that it reflect the pandemic-wrought changes that resulted in several new formats for remote delivery of education. During the two-year project, the MOL Board committee leading the survey revision paused their work for several months to allow time for the development of a consensus nationwide on types of distance learning and the definition for each. MOL recognizes the survey committee of Michelle Kloss (Chair, Carroll), Colleen Flewelling (Cecil), and Kimi Lichty (Wor-Wic) and thanks the members for their careful and thoughtful work.

An Expanded Committee Structure and Other Supports for the MOL Board of Directors

While busy being focused on activities to foster excellence in online education, MOL strives to also support its most valuable resource: its volunteer "working" Board of Directors. In 2020 MOL sponsored leadership training for the Board. In 2021 it debuted a new handbook for incoming Directors and launched a series of virtual Coffee Chats on topics suggested by Board representatives.

With several new representatives joining the MOL Board over the past two years, MarylandOnline also strengthened its committee framework to provide more clarity on the committee structure and to enable all Board representatives to participate.

In addition to the original standing Executive Committee and the Finance, Audit, and Budget Committee, MOL formalized ad hoc committees, including the Sustainability Workgroup and committees for Advocacy, Professional Development, and the MOL Leadership Institute (MOLLI). All Board representatives participate on one or more of the committees. New representatives are invited to select a committee that fits their interests.

News from MOL Member Institutions

MOL Board representatives report on significant developments related to online teaching and learning at their institutions during 2021, as well as individual achievements.

Allegany College of Maryland

Juli Whetstone, MOL Board Representative

- ACM was once again awarded the #1 ranking in the U.S. in the Registered Nursing Org's Online LP-to-RN Program.

- Quality assurance of eCourses: 26 internal Quality Matters (QM) course reviews were conducted. Of those, 21 courses now meet all of the QM Very Important & Important Standards.

- The training for teaching eCourses was completed by six faculty for online course delivery, two faculty for blended course delivery, and two for Flex course delivery.

- While some classes have resumed in person, ACM continues to offer 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. This instructional delivery mode was first introduced in the fall of 2020, and in the fall 2021 semester, there were 45 offerings of this class type.

- For the fall 2021 semester, ACM offered 154 100% online courses and 16 Flex courses.

- The renovation of the Technology Building was completed, providing 14 classrooms with the equipment for Flex courses. Additionally, the Ed Tech services team installed five advanced Extron Flex-capable rooms with touchscreens, equipment controlled by a processer, cameras, and mics.

Anne Arundel Community College
Colleen Eisenbeiser, MOL Board Representative

- In the summer the AACC Virtual Campus was added to a new college division called Information and Instructional Technology (IIT), led by a new Vice-President, Dr. Richard Kralevich. The IDEA Lab (Instructional Design, Educational technology, Accessibility) includes the staff of the Virtual Campus as well as instructional/educational technology and audiovisual technologies. These groups are currently working on relocating closer together and closer to a video studio being constructed in the Cade Fine Arts building on the west side of campus.

- During the 2021 calendar year the instructional design team developed a hybrid course template and were able to collaborate with faculty in designing an additional 132 credit and non-credit courses to meet quality standards in online and/or hybrid format. Student navigation has been streamlined, outcome alignment has been addressed, assignment directions have been simplified and made more uniform, and accessibility has been improved.

- For example, in preparation for the college's most recently constructed Clauson Center for Innovation and Skilled Trades, Continuing Education & Workforce Development staff collaborated with instructional design on hybrid courses such as: OPA 362 & 363-Pre-Apprenticeship Electrical Training.

- In Fall 2022, the IDEA Lab built and are currently piloting two rooms with Business and Law Faculty. Initial responses are favorable. Based on data the college has refined the concept into its "HawkFlex" design. It consists of a PTZ camera, monitor for remote attendees at the front of the room, and a high-quality overhead microphone system. The college will be installing this equipment in nine more rooms in 2022 to accommodate this new pedagogical approach and improve accessibility.

- AACC opened its new 175,000-square-foot Health and Life Sciences Building in August of 2021. It includes multiple lecture-capture classrooms with state-of-the-art auto tracking cameras and high-quality microphone systems to enable cutting-edge lecture capture and remote/hybrid class delivery. The building has a large 180-person lecture hall also equipped with remote lecture-capture capabilities and two 60-person multi-use rooms that are also remote lecture-capture-enabled. The college is already preparing to add five remote lecture-capture rooms to classrooms designated for Biology courses in 2022.

- Partnering with faculty, many videos have been created for online courses. Staff have worked with a number of faculty to create mini-video studios to provide more professionalism for their online synchronous classes. A college office has also been converted for access on campus to a similar set-up. Additionally, the newest version of the Student Planning, Scheduling and Registration Webshop was designed to provide students with step-by-step video instruction in a streamlined, topic-oriented format, delivered in *Articulāte Rise*. The webshop is the result of collaboration between the Virtual Campus, IIT, and Academic Advising. It is currently accessible in Canvas on the Virtual Advising Center (VAC), the FYE group, and the Fields of Interest group. Plans to link the webshop to drop-down menus within Student Planning, as well as the Student Resources section of Canvas, are underway.

- AACC offered several professional development sessions on using technology in the new Health and Life Sciences Building and on creating accessible documents and presentations. The college continues to require all new faculty to complete the *Focus on Facilitation* course, which is intended for faculty, instructors, and adjunct faculty who are teaching online or hybrid or may need to in the future. The workshop covers online course facilitation, engagement in the online environment, inclusivity and equity in online learning, and accessibility awareness. In 2021, 11 sections were offered.

Baltimore City Community College

Brian Terrill, MOL Board Representative

- 2021 saw Baltimore City Community College (BCCC) continue to focus on synchronous online instruction for most courses.

- BCCC purchased Splashtop, a remote desktop application to allow students off-campus access to specialized software housed in computer labs.

- BCCC hired a full-time E-Learning Coordinator to fulfill the role of a dedicated faculty support specialist tasked with developing high-quality online learning and faculty training.

- BCCC partnered with Ellucian to implement a new ERP system at the College, which will integrate seamlessly with Canvas in 2022 and provide a better overall customer experience for students.

- E-Learning worked with over 100 faculty members to update their BCCC certification to teach online courses.

- The E-Learning department held separate orientation sessions for new online adjuncts and students in the spring, summer, and fall semesters of 2021.

- The Instructional Technology Committee of BCCC expanded their "Lunch and Learn" program to include several segments that covered creative technology used for teaching remotely.

- The E-Learning department offered more than 60 professional development training sessions focused on elevating faculty success teaching online.

- Virtual tutoring expanded at Baltimore City Community College to include six Success Coach positions as part of the FY22 Perkins Grant award.

- The Bard Library continued its virtual work in 2021 with a section of Canvas linked to research databases and by conducting live chat sessions with students needing research assistance.

- BCCC continued its laptop loaner program in 2021 for students to assist with remote learning.

Carroll Community College

Michelle Kloss, MOL Board Representative

- Carroll's Online Learning department welcomed Media Services staff to its team mid-year, which greatly increased capacity and coordination with video development and support.

- The College's Virtual Reality Lab opened in September 2021. During the fall term, nearly 200 students, faculty, and staff used the lab for academic, co-curricular, and professional development purposes.

- Online Learning created a new professional development course, Design Basics, which is offered through Canvas.

- Two courses received QM certification.

- Online Learning offered 15-minute Easy Button Workshops on a variety of topics for training and development each month.

- Online Learning supported the College's Continuing Education and Training department in shifting to the online delivery of some courses during the pandemic. Conversations about ways for CET to increase its use of Canvas are ongoing.

Cecil College

Colleen Flewelling, MOL Board Representative

- Cecil added a new instructional designer position.
- The AAS in Cybersecurity and Certificate in Cybersecurity are now online.
- The college developed training for students on how to use Blackboard.
- The college also held trainings for faculty on how to use Blackboard.
- Cecil conducted training for faculty using HyFlex teaching technology.
- The college adopted Echo360 for large file storage.

Chesapeake College

Chandra Gigliotti, MOL Board Representative

- Course quality, accessibility, diversity, equity, student-faculty course engagement, and teaching innovations were high priorities for Chesapeake College.

- Faculty members assessed the courses of colleagues using a faculty developed e-Blueprint rubric, based on Quality Matters, SUNY, and California course design tools.

- Innovation stipend grants were offered to faculty who elected to move their courses toward exemplary level as defined by the e-Blueprint rubric.

- Faculty introduced to the HyFlex teaching model offered pilot courses as a step for easing students back to campus from fully online instruction.

- As a result of successful pilot HyFlex courses, Chesapeake invested federal funds into the purchase of Polycomm equipment to build several HyFlex classrooms.

- Chesapeake received a USDA Distance Learning Grant to purchase equipment to place in libraries and community centers in its five-county service region to offer synchronous online courses.

- Continuing Education and Workforce-Skilled Trades courses increased their use of the learning management system.

College of Southern Maryland

Stephanie Vehrs, MOL Board Representative

- The Fall 2021 semester marked the first semester that the college moved to a 7-week semester format. The college now has a 7-week session I, 7-week session II, and a 15-week session. A majority of the courses have now moved to the 7-week format, with courses that were deemed exempt maintaining the original 15-week format.

- CSM integrated Simple Syllabus into all courses and began using it institutionally, using a template specific for credit courses and another template specific for non-credit courses. This approach ensures that syllabi are consistent throughout the institution, making it easier for students to navigate from course to course. Simple Syllabus also gives students the opportunity to preview syllabi for courses of interest through the Syllabus Library and have a concise list of materials they will need for all of their courses each semester. The tool also benefits instructors in that content will flow from semester to semester, only requiring minimal edits each semester by the instructor.

- CSM integrated Blackboard Ally into the LMS, which checks the accessibility of course content within an online course shell. The instructors are then given a rating of their content along with instructions on how to update that content. On the student-facing side of the tool, students can download alternative formats of their course content that best suit their needs whether they require accommodations or not.

- A new part-time instructional designer was hired to assist with the Online Academic Rigor and Process (OARP) in working to certify all online courses. At CSM there are now two part-time instructional designers and one full-time. With the new organizational structure of the Division of Learning (DOL) with three schools of disciplines, each instructional designer was assigned to a school so that each can become the expert when assisting instructors through the process.

Community College of Baltimore County (CCBC)

Stephen Kabrhel, MOL Board Representative

- CCBC experienced a slight dip in online and blended enrollment (37,264) from last calendar year (.55%), but online FTE was up 3%.

- MOL Seat Bank enrollment was 47.

- The college implemented a new student portal.

- CCBC completed full implementation of a new LMS, Brightspace from D2L.

- All but one of 414 full-time faculty completed LMS training.

- The college is revising the onboarding process for online program students and created a high-touch process from interest to registration.

- CCBC signed two dual-admissions MOUs, with University of Maryland Global Campus and American Public University System. The college is working on six additional MOUs.

- CCBC hired one instructional designer.

- The college is searching for a Quality Assurance and Accessibility Specialist and Multimedia/Technical Trainer.

- CCBC built 32 new online credit courses and six continuing education/workforce development courses.

Frederick Community College

Yazdan Rodd, MOL Board Representative

- In the summer of 2021, Frederick Community College announced a national search for a new president. Candidates have been interviewed, and the college scheduled the final candidates to visit the FCC campus.

- In the spring of 2021, Online Learning and Instructional Innovation (OLII) migrated its Blackboard learning management system from Management-Hosting to SaaS (Software-as-a-Service). The main benefits are shorter to no downtime for upgrades and patch installs. The move has improved the user experience, with the faster application of bug fixes. Staff can see new features faster. If a feature is critical and available, it can be turned on whenever needed. With SaaS deployment, Blackboard manages the systems, and they moved from Blackboard's data to Amazon Web Services data centers.

- In the summer of 2021, Online Learning and Instructional Innovation (OLII) changed the Blackboard user login to a secure single-sign-on login.

- In the fall of 2021, OLII adopted Honorlock for its learning management system, Blackboard. Honorlock is an exam proctoring application. The college's Testing Center utilized it for in-house and Blackboard exam proctoring.

- Online Learning and Instructional Innovation was awarded a President Innovation Fund scholarship for training and development of new full-time and adjunct faculty who want to teach online courses. The Faculty Development and Training project advances the Frederick Community College mission by providing "personal enrichment with quality" and contributes to the "innovative lifelong learning environment." It also extends FCC's values of lifelong acquisition of knowledge and skills, innovation that enhances learning and supports continuous improvement in online teaching and learning, and excellence that ensures equity and inclusion through quality online education. The project develops strategies that strengthen faculty and staff technology skills, instructional effectiveness, cultural competence, leadership, and innovation and improves online student pass rates and success rates. These strategies are aligned with and supported by the FCC Strategic Plan 2020-2025 and MSCHE Standards III and V.

- Online Learning and Instructional Innovation developed comprehensive training for teaching online in a cohort 4-week format in addition to other modalities.

- FCC implemented a new initiative college-wide for reviewing courses on Blackboard to ensure their readiness for the start of a semester. The OLII team continued with the efforts and achieved higher success with the availability of compliance elements.
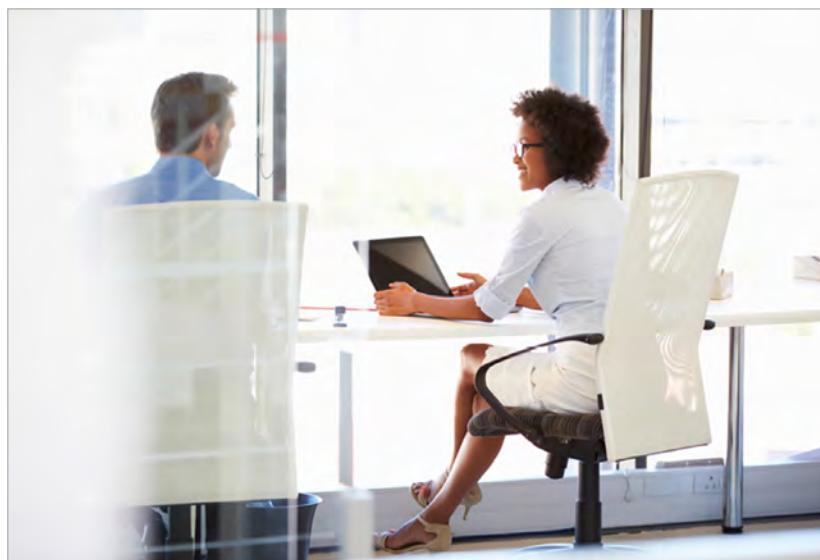
Garrett College

Fred Stemple, MOL Board Representative

- As a result of Garrett College receiving 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, the college now has at least 17+ plus courses using OER material, either created, adapted, or adopted, reducing many of students' overall costs. The hope is to have most of the courses uploaded to the M.O.S.T. Commons site by June 2022.

- In the spring of 2021, Garrett returned to F2F-Switch courses. Half the class met in a room, and the other half met synchronously online. Then they switched. In the fall, the college also offered tri-modal classes, where students attended classes in person, attended virtually, or watched recorded lectures asynchronously. Students may alternate how they attend class at any time. All students followed the same course schedule. For the spring of 2022, Garrett will offer other courses in this modality.

- Winter 2021 classes were 100% online.

- 28% of spring 2021 courses were online (including only asynchronous).

- Online enrollment (including just asynchronous and tri-modal) in the fall 2021 semester was at 48%.

- Garrett also offered 9% of its fall classes to the dual-enrolled students at the local high schools. Most of these were completely online courses.

- Garrett is in the process of a SaaS migration in Blackboard, to be completed at the end of the spring 2022 semester.

- The Blackboard Ally accessibility tool and Respondus Lockdown Browser and Monitoring proctoring tools were added to Garrett's Blackboard LMS in 2021 in response to increased online instruction due to COVID. Funding was supported through CARES.

Hagerstown Community College

Vidda Beache, MOL Board Representative

- Several members of the Distance Learning team attended the D2L Brightspace Fusion national conference in 2021.

- Ten courses were adopted from the MOL Seat Bank in 2021.

- 45 full-time faculty attended a dedicated workshop in January 2021 on "QM: Rethinking Content for the Online Classroom."

- Seven full-time faculty members completed Quality Matters Applying the QM Rubric (APPQMR) certification.

- A new Guidebook for Distance Learning was created, covering current procedures, explaining terminology, and sharing expectations.

- A new shared space was created to streamline communication between administration and faculty about ongoing initiatives.

- Hagerstown's Inclusive Access pilot was expanded to include 17 academic programs.

- The in-house accessibility guide was revised, printed for distribution to faculty, and shared on the website.

- The college continued to improve virtual student services, such as tutoring, library support, LMS support, and proctoring. All of these services are now integrated within the D2L learning management system.

- Distance Learning staff offered a variety of live workshops through the Fletcher Faculty Development Center, to address topics like diversity and equity, accessibility, advanced D2L usage, instructional design, and improving quality in online and hybrid courses.

Harford Community College

Melissa Harris, MOL Board Representative

- The eLearning department, building on the success of Harford's Teaching Online Academy (TOA), updated that training to TOA 2022, which incorporates content previously included in TOA, Blackboard Basics, and Grade Center modules. Changes were based on faculty feedback and experience after working with the original TOA content since the initial launch in May 2020.

- Several new Teaching Online Academy: Next Level (TOA:NL) training modules were added this year, including modules on MS Teams, X-Reality, 3D Printing, and the HyFlex course delivery model. Six Focus Tracks were developed to help faculty focus training efforts into specific areas of interest, with an inaugural Track Derby to encourage division participation:

  - Accessibility, Inclusivity & Universal Design for Learning (UDL)

  - Course Assignments, Tests & Quizzes

  - Course Planning, Content Design & Delivery Methods

  - Student Engagement, Faculty Presence & the Learning Experience

  - Synchronous Teaching

  - Teaching with Online Technology

- In August 2021 HCC successfully migrated from Blackboard's Managed Hosting solution to the SaaS platform. During the transition the college also moved to a new design theme, which provided an updated look and feel to the installation and significantly improved accessibility for mobile devices and small screens.

- Course quality continues as a point of focus at HCC. Intro to Quality Matters training was offered to faculty, and more eLearning staff participated in Applying the Quality Matters Rubric (APPQMR) training. In 2021 a total of 53 courses, many new to online delivery since the start of the pandemic, have been reviewed and met the college's internal Quality Assurance standards. Two courses, MATH 216 taught by Jessica Adams and ECON 102 taught by Anne Shugars, successfully met Quality Matters standards.

Howard Community College

Megan Myers, MOL Board Representative

- eLearning at Howard Community College funded 90 faculty grants over the year to focus on online and hybrid development and redevelopment.

- One cohort, in particular, focused on best practices for Flexible Online courses that teach math. This cohort not only expanded math offerings but also grew the energy and excitement for online teaching in the math department.

- GEER funding enabled a dedicated Instructional Designer to revise or build online and hybrid career certification courses in the Continuing Education and Workforce Development division to reflect best practices and promote student success.

- Twelve courses were developed or redeveloped, ranging in topic from Real Estate Sales, Dispensary Technician Operations, Google IT Support, to Child Care Administration.

- This first year of a multi-year grant from the National Endowment for the Humanities <https://securegrants.neh.gov/publicquery/main.aspx?f=1&gn=AE-277515-21> focuses on deepening and internationalizing humanities by infusing Collaborative Online International Learning (COIL) in general education courses. In collaboration with colleagues at partner institutions in Denmark, Ghana, Mexico, and Thailand, HCC faculty members developed online project-based assignments through which HCC students and their peers on a partner campus collaboratively explore topics pertaining to globalization.

- HCC's full-time Instructional Designer completed a certificate from Cornell in Diversity and Inclusion and has been central in the department's effort to examine eLearning curriculum, workflow, and practices to build towards greater diversity, equity, and inclusion. To this end, eLearning is offering an Inclusive Online Teaching series of three workshops and is evaluating its own training with the Peralta Online Equity Rubric <https://web.peralta.edu/de/equity-initiative/equity/>.

- This year faculty and staff conducted 124 eLATEd reviews (Howard Community College's online quality assurance tool | eLearning Assessment Tool in Education).

- As a component of quality assurance, HCC continued a multi-year online accessibility improvement process that included faculty professional development, faculty grants, and tool adoption.

- eLearning offered 166 live faculty professional development sessions last year. Live sessions aligned with the adoption of Impact by Instructure to target messages and just-in-time training for faculty and students, creating robust support for the campus community.

- A deeper focus on security led to a new LTI security review process and the start of a long-term review of all existing integrations that will ensure a more secure environment inside Canvas.

- An effort to improve user experience and communication led to:

  - Redesign of the help request process supports faculty and staff more quickly. The form, embedded directly in Canvas, allows faculty to quickly and easily get the help they need.

  - Distributing a digital newsletter in Canvas improved communication with faculty and highlights best practices by showcasing faculty work.

  - A college-wide strategic initiative to coordinate the expansion of online programs built HCC's capacity to support students.

Return to the top of the report

Montgomery College

Michael Mills, MOL Board Representative

Spring 2021

- More than 600 MC faculty and staff participated in the Spring 2021 Professional Development Day, which offered online discussions, workshops, and demonstrations designed to support MC's online continuum of teaching and learning in response to the COVID-19 pandemic.

- Throughout the semester, MC offered 49 workshops with a total attendance of 786 faculty, staff, and administrators. In addition, 13 workshops were offered in collaboration with other departments/offices that had an attendance of 516. Together, the total number of workshops was 62, with 1,302 attendance.

Summer 2021

- MC's commitment to high-quality instruction continued with the launch of the Summer 2021 Professional Development Institute, which utilized approximately $1 million in Higher Education Emergency Relief Fund (HEERF) funding to train over 530 part-time and full-time faculty. With three learning pathways to choose from, faculty engaged in dialogue circles and workshops to support their personal needs. Some fun Institute facts:
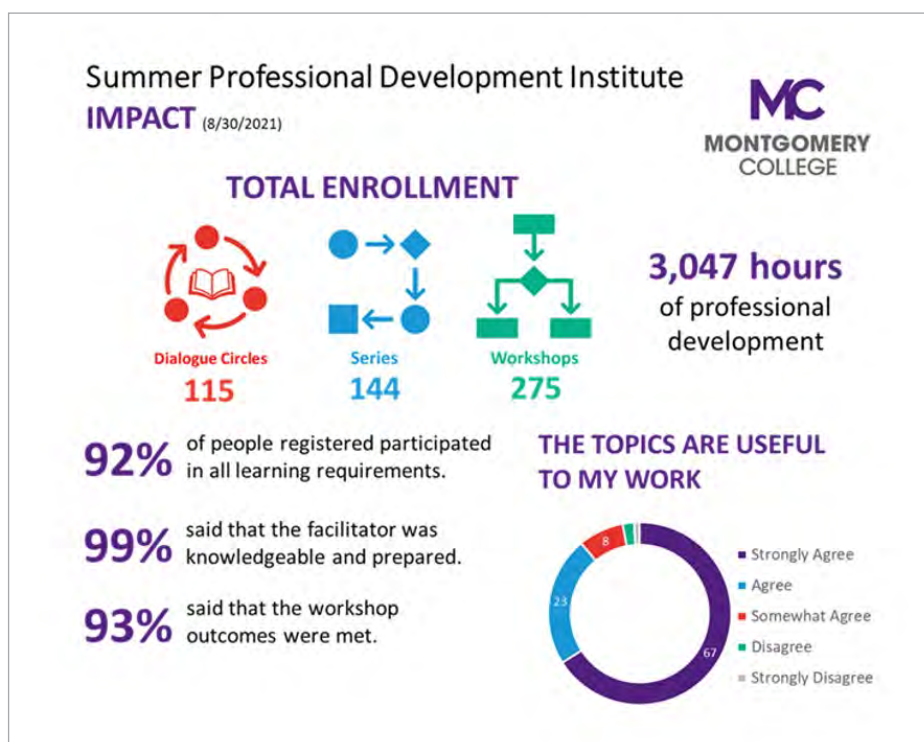
- MC, CCBC, and M.O.S.T. launched the Maryland H5P Collaborative Network to support the organizational learning of H5P across institutes of Higher Education in Maryland.

- MC launched its re-designed HUB, a virtual space for teaching resources that provides just-in-time professional development, resources and tools, and helpful advice on the art and science of teaching.

- From FY 2016 to FY 2021, MC online enrollment grew 65%, compared with the decline in non-online enrollment of 30%.

Fall 2021

- MC was awarded a Maryland Open Source Textbook (M.O.S.T.) Initiative Institutional Award to continue its work in Decolonizing the Curriculum. The award will support significant advances in Open Educational Resources (OER) adoption, scaling, and sustainability to support student success throughout the college.

- MC awarded its 200th digital badge. Fun fact: more than 90% of badges have been earned by students!

- More than 450 MC faculty and staff participated in the Fall 2021 Professional Development Day, which offered online discussions, workshops, and demonstrations designed to support MC's online continuum of teaching and learning in response to the COVID-19 pandemic.

- MC's Library launched Faculty Select to support MC Open and the college's efforts at expanding Z-course offerings. Faculty Select assists faculty in their efforts to offer free access to textbooks in their Blackboard courses and to support equity of access and college affordability for students.

- MC adopted an institution-wide Pressbooks account that allows faculty to create their own Open Educational Resources (OER) and further engage students in the teaching and learning process.

- MC launched its highly anticipated Universal Design Center (UDC). The UDC is designed to support the MC community by removing barriers and promoting inclusion in working and learning environments. Resources on the UDC's website include accessibility information and communication technology (ICT), inclusive physical environments, social justice, and cultural competence.

- MC now offers nine associate's degrees and four certificate programs fully online.

- MC hired a founding dean of the virtual campus, Dr. Shinta Hernandez, who will be responsible for providing leadership and vision in the collaborative implementation of academic programs and services, as well as in the collaborative delivery of curriculum development, budget administration, and online course and degree offerings.

- MC online enrollment grew to more than 10,000 enrollments each semester.

- Montgomery College's United Nations Sustainable Development Goals (SDG) Open Pedagogy Faculty Fellowship continues to expand its footprint, connecting Montgomery College faculty with faculty in the United States and internationally. The fellowship now has partnerships in Maryland, Arizona, Canada and, most recently, Costa Rica. Since the fellowship began in the summer of 2018, almost 4,000 students and 112 faculty have participated.

Return to the top of the report
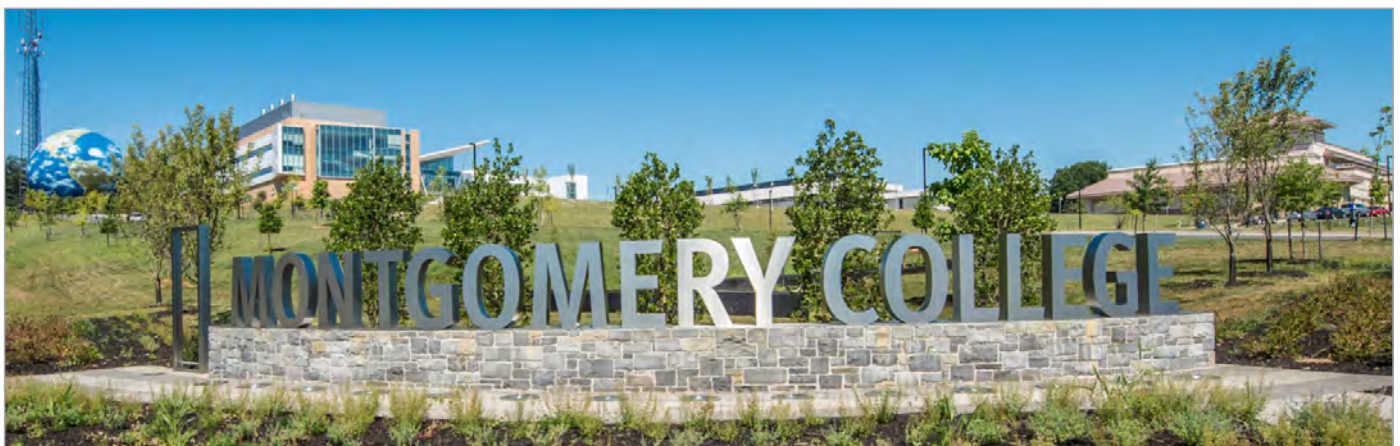
Morgan State University

Cynthia Brown-LaVeist, MOL Board Representative

- Morgan State University (MSU) President David K. Wilson announced the appointment of Hongtao Yu, Ph.D., as the University's next provost and senior vice president for Academic Affairs. Dr. Yu most recently served as dean of Morgan's School of Computer, Mathematical and Natural Sciences (SCMNS). Since his arrival in 2016, he has successfully guided SCMNS into becoming one of the fastest growing schools at Morgan, surpassing several key university metrics and milestones. An accomplished academic and research chemist with more than 30 years of postsecondary education experience, Dr. Yu has amassed a distinguished career with a portfolio that includes facilitating innovative strategic and academic program growth, shared governance, research development and interdisciplinary research, as well as program and research-focused grant funding. A decorated and highly accomplished scholar and higher education administrator, Dr. Yu has cultivated a stellar record of advancing diversity within higher education and is a staunch advocate for diversity and student and faculty success. Morgan State University Appoints Dr. Hongtao Yu as New Provost and SVP for Academic Affairs

- The Morgan State University Board of Regents approved a proposal for the establishment of a novel degree-completion program and academic initiative branded *Morgan Completes You (MCY).* Focused exclusively on adult learners with previously earned college course credits, MCY seeks to bridge the graduation gap for some 37 million Americans who have "stopped out" of college before receiving their degrees. The 18 new Board-approved degree programs under MCY span undergraduate and advanced degree programs. The modality will be hybrid in nature, combining an online format with the traditional face-to-face classroom experience. The MCY initiative will provide an obtainable pathway to degree attainment and potential career advancement for many of these non-degreed individuals. MCY is designed to offer greater flexibility, opportunity, and accessibility for non-traditional undergraduate and graduate students with "some-college-no degree" (SCND), by coupling their accumulated course work and work experience with a customized academic regimen leading to an interdisciplinary degree in the area of their career aspiration. Morgan State University Introduces "Morgan Completes You," a New Degree-Attainment Initiative

- The Morgan State University Board of Regents voted unanimously to approve the formation of a new College of Interdisciplinary and Continuing Studies (CICS), along with its proposed tuition model. The new unit, which houses the Morgan Completes You (MCY) initiative announced earlier this year, provides a range of degree programs to meet the needs of a diverse student body, including non-traditional students, returning students, working adults, and students who need or prefer remote education. Morgan State University Launches New College of Interdisciplinary and Continuing Studies to Spur 'Morgan Completes You' Initiative: The new College of Interdisciplinary and Continuing Studies (CICS) is the new home of Morgan Online.

Prince George's Community College

Nadine Edwards, MOL Board Representative

- In response to the pandemic and need for additional resources to support multiple modalities of teaching:

  - Rpproximately 250 full-time faculty participated in a five-day Faculty Institute entitled "Teaching Anywhere," which used a combination of synchronous meeting times and follow-up asynchronous activities each day. The following topics were covered: Engagement, Universal Design for Learning, Collaboration, Web Conferencing and Video, Content Accessibility, and Assessment. This professional development was a planned collaboration between eLearning and faculty, with both groups participating in the planning and execution of the institute.

  - The college switched web conferencing solutions from Blackboard Collaborate to Zoom. This project included training faculty in small sessions of 10 or fewer participants to ensure an optimal experience. Approximately 525 faculty were trained on Zoom.

  - We adopted Panopto as a media management tool. Full-time faculty were trained through the Faculty Institute. A webinar was provided for adjuncts on the use of this tool in combination with Zoom.

- eLearning in collaboration with faculty headed up a strategic initiative on UDL. The goal of the project was to improve the student experience by providing course content with usability, accessibility, and quality in mind. As a part of this project, PGCC adopted Ally, which provides insight into the college's accessibility in Blackboard. Full-time faculty received four hours of professional development through the Faculty Institute on Ally as well as UDL practice and principles. A webinar was provided to adjunct faculty.

- eLearning, in collaboration with faculty and other academic leadership, headed up a strategic initiative on implementing a comprehensive orientation approach for online and remote students. The existing orientation was moved from Blackboard to Comevo, which ensures the same tool and approach are used for all orientations at the college.

- Approximately 50 faculty completed training to teach online, hybrid, or remote courses for the first time.

- To expand efforts to support student success in the online learning environment, a Director, eLearning Services was hired to lead the eLearning Services.

Stevenson University

Ali Eskandarian, MOL Board Representative

- The Howard S. Brown School of Business and Leadership received specialized accreditation for its business programs from the International Accreditation Council for Business Education (IACBE).

- Stevenson's Bachelor's in Healthcare Management program was approved by MHEC in 2021 and will begin in Fall 2022. The program was developed to address the expansion of the nation's healthcare sector and the demand for qualified professionals in all areas of healthcare administration.

- Stevenson University hosted the Maryland State Bar Association's (MSBA) "Governor Candidate Interviews." The virtual interviews were moderated by former State Senator Bobby Zirkin.

- The Women's Hospital Foundation, Inc., has pledged $2 million to the university's Sandra R. Berman School of Nursing and Health Professions. The gift will be used to support scholarships for nursing students as well as new educational technology to enhance teaching and professional preparation.

- The Learning Technologies & Instructional Design Services team offered Applying the QM Rubric (APPQMR), a professional development opportunity for the faculty.

- Stevenson University Online continued to grow its impact on the community with a number of initiatives:

  - Hosted three online symposiums on topics that include cybersecurity, mental health among healthcare professionals, and career services role in diversity and inclusion.

  - Developed a quarterly e-newsletter to update stakeholders about university initiatives and advancements.

  - Introduced a new minor in cybersecurity and digital forensics for the Bachelor's in Professional Studies program.

  - Received MHEC approval for a master's degree program title change from "Business and Technology Management" to "Digital Transformation and Innovation."

  - Established partnerships with the Maryland Department of Transportation (MDOT) and the Maryland State Police, offering tuition discounts to partner employees. Additionally, cohort programs were developed with Baltimore City Public Schools, Baltimore County Public Schools, and Sheppard Pratt. Associate-to-Bachelor's partnerships were established with Cecil College and Chesapeake College.

University of Maryland Global Campus (UMGC)

Rob Coyle, MOL Board Representative

- In Fall 2021 UMGC developed and piloted a new classroom template aligned to the QM standards. The new template is designed to ensure a more consistent online course experience for all students, enhance student engagement in learning, and enhance the teaching experience for faculty. A revised and further enhanced template is being scaled across undergraduate courses in 2022.

- UMGC's cyber competition team placed first in a capture-the-flag (CTF) competition sponsored by Parsons Corporation. The team comprises students, alumni, and faculty who regularly compete in digital forensics, penetration testing, and computer network defense scenarios. UMGC students also placed first in the four-year university category at the 2021 CyberMaryland Conference's national capture-the-flag (CTF) competition in March.

- UMGC was ranked #21 among 150 top colleges in *Newsweek*'s first-ever survey of online schools.

- *Diverse: Issues in Higher Education* ranked UMGC first in conferring master's degrees to minority students in Information Technology.

- The International Council of E-Commerce Consultants (EC-Council) named UMGC its 2021 Academic Partner of the Year.

- For the second time, UMGC received a grant from the National Security Agency (NSA) to conduct a GenCyber Teacher Program for high school teachers. The virtual program focused on supporting teachers to improve delivery methods for cybersecurity content in their curriculum through developing lesson plans, classroom projects, and a network of teacher colleagues.

- While UMGC continues to enroll more Maryland community college transfer students than any other institution in the state, the university is expanding and improving student pathways through new partnerships and collaborations with the community colleges. Through a new articulation agreement with Anne Arundel Community College (AACC), students will be able to earn an A.A., B.S., and M.S. in computer science in just five years through a 3+1+1 pathway.

- UMGC continues to expand its corporate partnerships to increase access to education and workforce development opportunities. UMGC signed new agreements with ManTech, SAIC, and Uber Technologies, creating opportunities for employees and, in some cases, the immediate families of employees to enroll in UMGC courses at reduced tuition rates. Uber will participate in UMGC's career services activities with the goal of increasing the number of military veterans it hires.

Wor-Wic Community College

Kimi Lichty, MOL Board Representative

- Wor-Wic's first instructional designer, Wendy Postles, was hired to assist in the design and development of online courses and instructional materials.

- With the retirement of Dr. Colleen Dallam, Dr. Patricia Riley is now the Dean of General Education and leads Wor-Wic's online learning initiatives.

- Approximately 30 faculty completed "Course Development Boot Camp" during the summer of 2021. Course topics included Blackboard, Course Design, Facilitation and Content Design, Accessibility, and Intellectual Property.

- Simple Syllabus, a centralized, template-driven syllabus project was initiated in Fall 2021 with implementation for credit courses in Spring 2022 and Continuing Education courses in Fall 2022.

The MOL Leadership and Administrative Teams

An annual report would not be complete without a salute to MarylandOnline's outstanding Board officers. They form the Executive Committee of the Board, which provides leadership for both the staff and fellow Board representatives, lending support, ideas, and inspiration. An enthusiastic "thank you" goes to *Mike Mills*, Board Chair; *Cynthia Brown-LaVeist*, President; *Michelle Kloss*, Vice Chair and Treasurer; and *Colleen Flewelling*, Vice President and Secretary.

The administrative hub of MOL is its small, dedicated, virtual team. Leading the consortium is Wendy Gilbert, Executive Director. She is assisted by Julie Porosky Hamlin, Director; Jenny Fordham, Executive Coordinator; and Rhonda Tomlinson, Controller. Providing additional support on selected projects is David Wakefield, a former MOL Administrative Coordinator. Drs. Gilbert and Hamlin have been onboard with MOL since 2003 and 2001, respectively, witnessing and helping to shape its life stages as a consortium.

Dr. Gilbert heads up strategic planning for the consortium, oversees the MOL Seat Bank, provides executive support to the MOL Board, and supervises the MOL staff, DOLLI and MOLLI program directors, and program managers for special projects.

Dr. Hamlin, in addition to routine duties in support of the Executive Director, participates in the planning and coordination of MOLLI events, supports the development of DOLLI, and serves as compliance officer and liaison with MOL's legal counsel.

Ms. Fordham helps to schedule, staff, and administer professional development activities and events, manages databases and records, coordinates website development and maintenance, and provides graphic design support.

Ms. Tomlinson, working with Dr. Gilbert, manages MOL's budget, accounting, and other administrative areas. She provides support and coordination for the Finance, Audit, and Budget Committee of the Board and coordinates with auditors and other external entities.

Looking Ahead: MOL Strategic Priorities for 2022 Through 2024

With the now-complete separation of MarylandOnline and Quality Matters (QM), effective at the end of 2020, MOL staff created an extensive three-year, post-QM strategic plan. The plan was developed at the end of 2021 and endorsed by the MOL Board. Over the next three years, MOL will work to enhance its four primary programs—the Seat Bank, MOLLI, DOLLI, and the Professional Development Webinar and Event Series—with a goal of financial self-sufficiency. In addition, the consortium has identified new initiatives for exploration or implementation beginning in 2022:

- *MarylandOnline Exchange (MOL-X)* – a platform for member institutions to share references and resources to assist in the recruitment of adjunct faculty, instructional designers, and QM peer reviewers.

- *New Leadership Curricula* – tracks that build on the core MOL leadership program, designed to serve new clienteles as well as MOLLI alumni ready for next-level training.

- *Badging* – a mechanism for certification of professional and leadership development provided by MOL.

marylandonline.org

EXPERTISE ■ NETWORKING ■ ADVOCACY

Advancing Excellence in eLearning Since 1999

2021 MarylandOnline Board Representatives

Allegany College of Maryland
Juli Whetstone
Instructional Designer

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
Assistant Vice President for Innovation, Learning, & Effectiveness

College of Southern Maryland
Stephanie Vehrs
Director of Online Learning

The Community College of Baltimore County
Stephen Kabrhel
Assistant Dean of Online Learning

Frederick Community College
Yazdan Rodd
Director of Online Learning and Instructional Innovation

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
Nadine Edwards
Director eLearning Services

University of Maryland Global Campus
Rob Coyle
Assistant Vice President, Course Development

Stevenson University
Ali Eskandarian
Vice Provost for Online Learning and Dean of Stevenson University Online

Wor Wic Community College
Kimi Lichty
Instructional Technologist