



# A System Approach to Academic Transformation

SREB Regional Working Group

New Orleans

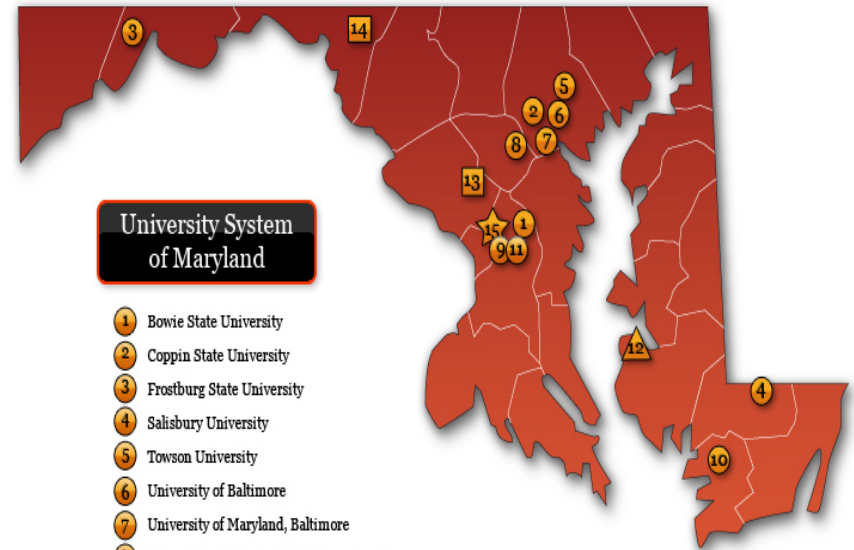
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# University System of Maryland (USM)

- USM
  - 11 universities
    - Represent the diversity of US Higher Education
  - One research institution
  - Two regional higher education centers
  - System office
  
- USM Facts
  - Undergraduate Students: 111,674 statewide (129,269 worldwide)
  - Graduate/Professional Students: 43,929 statewide (44,040 worldwide)
  - Full-time Faculty: 8,685
  - Part-time Faculty: 6,357
  - More than 1,000 bachelor's, master's, doctoral, and professional programs
  - More than 100 locations in Maryland
  - FY 13 Operating Budget: \$4.8 billion

## University System of Maryland



### University System of Maryland

- 1 Bowie State University
- 2 Coppin State University
- 3 Frostburg State University
- 4 Salisbury University
- 5 Towson University
- 6 University of Baltimore
- 7 University of Maryland, Baltimore
- 8 University of Maryland, Baltimore County
- 9 University of Maryland, College Park
- 10 University of Maryland Eastern Shore
- 11 University of Maryland University College
- 12 University of Maryland Center for Environmental Science Headquarters\*
- 13 Universities at Shady Grove
- 14 University System of Maryland at Hagerstown
- 15 System Office

○ Universities  
 ▲ Research Institutions  
 □ Regional Higher Education Centers  
 ☆ System Office

\*UMCES has laboratories at Horn Point on the Eastern Shore, at Solomons in Southern Maryland, and in Frostburg in Western Maryland.

In addition, the University of Maryland, College Park has Technology Extension Service offices, Agricultural Experiment Station sites, Cooperative Extension Service offices, Fire and Rescue Institute facilities, and Maryland Sea Grant sites throughout Maryland. University of Maryland University College has education sites throughout the state.



# *Course Redesign:* Low Hanging Fruit

- *Course Redesign* is a specific approach for improving large-enrollment courses
  - National Center for Academic Transformation
  - Dual goals of improving learning outcomes and reducing necessary resources
- Applies to a wide range of disciplines
- Each project is in response to a specific set of stated problems
- Take advantage of the complexity of large-enrollment
  - Not just about how a course is delivered



# Background of Course Redesign in USM

- Second phase of USM Board of Regents' 'Effectiveness and Efficiency Initiative'
- USM First System to Adopt CR Across the System-  
Maryland Course Redesign Initiative (MCRI)—2006
  - Have a demonstration project at each institution
  - Simultaneously improve learning outcomes and lower institutional costs
  - Perturbing element----effective use of technology



# Evolution of Course Redesign in the USM

- MCRI
- Lumina Growing by Degrees Program
- USM Carnegie Course Redesign Initiative
- Complete College America



# Successes of Course Redesign Initiatives

- **68 Maryland courses at 30 institutions across Maryland redesigned to date**
  - Developmental to graduate courses
  - Humanities, Social Sciences, and STEM
  - Have approved 15 new redesigns within the USM
- **Move to Student Centered learning**
- **Assessment ‘baked into every project’ and shows most achieved improved learning outcomes and savings**
- **Improved student success**
- **Improved satisfaction---faculty and students**



# Course Redesign from a System Perspective

- Provide a common structure and supporting tools for redesigning large-enrollment courses
- Provide a uniform framework for assessment and quality assurance
- Develop a multi-institutional support model
- Create a culture of innovation broadly across the System



# Course Redesign from a System Perspective (2)

- Disseminate best practices
- Sustain the effort
- Establish leveraged relationships with external partners
- Develop funding for innovative activities
  - Cooperatively with institutions





# Lessons Learned

- A significant number of faculty are ready to engage in academic innovation
- Academic Transformation works best if initiated locally and supported from above
- Course Redesign Fellows' peer consulting has been instrumental for acceptance and success
  - Within their discipline across institutions
  - Within their institution across disciplines



# That Said.....

- **Initiatives have revealed common challenges**
  - Faculty “buy-in”
  - Students’ willingness to engage in active learning
  - Technology readiness and available platforms
  - Culture accepting change



# What Comes Next for USM?

- Move to “Academic Transformation” which moves beyond large enrollment courses
- Develop and sustain culture of academic innovation at institutions
- Continue to share knowledge with Community Colleges
- Create a Center for Innovation and Excellence in Learning And Teaching (CIELT) in USM Office
  - Track innovation within USM and nationally
  - Assess best practices
  - Raise funds
  - Disseminate best ideas



# Current Activities

- Gained support and funding from the Governor and Legislature
- Partnership with Ithaka S+R supported by Gates Foundation
  - Repurpose MOOCs for use in traditional institutional courses
    - Coursera
    - Carnegie Mellon Open Learning Initiative
  - Pearson summer bridge courses
- Structure for further innovations
  - Institutions establishing Centers for Academic Innovation
  - USM Office has established and is staffing CIELT



# Two Handouts

- **Timeline of Academic Transformation in USM**
- **Short summary of cost savings in most recently reported projects (available after the panel)**