



## Instructional Innovation & Quality

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To: Araceli Hernandez, Manager Student Relations  
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Subject: OCIP Year 6 Report  
Date: June 30, 2015

Instructional Innovation and Quality (IIQ) respectfully submits the following Year Six Report for the Online Course Improvement Program (OCIP), the One Year Plus (1Y+) Fellowship, and the New2Online (N2O) Program.

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## OCIP Year 6 Report

### 1. What events were provided by the Online Course Improvement Program?

From July 1, 2014 –June 30, 2015, 51 events were provided with attendance breakdown provided below.

#### OCIP Hosted Events

Type	Number	Percentage
Let's Talk Online Teaching	11	22%
Recorded Webinars	10	20%
Open Labs	6	12%
Workshops/Presentations	9	18%
Distance Education Speaker	2	4%
Quality Matters Workshops	4	7%
iPad/Handheld Device Workshops	4	7%
Other	5	10%
<b>Total</b>	<b>51</b>	<b>100%</b>

Fifteen events were hosted in conjunction with the Teaching Academy such as Let's Talk Online Teaching and guest speakers. Nine events were hosted in partnership with the Canvas Support team. Four of the events were Applying the Quality Matters (QM) Rubric, which is the first step in achieving peer reviewer certification for QM. OCIP events and presentations as well as the online professional development training course were thematically organized around the eight research-based Quality Matters Rubric and Standards to ensure quality in blended/online course design.

#### OCIP Events with Total Number of Attendees

OCIP Hosted Event	Number of Attendees
Let's Talk Online Teaching	176
iPad/Handheld Devices Workshops	31
Quality Matters Workshops or Trainings	37
Workshops and Presentations	95
Archived Webinars	60
Summer Camp 2014	19
Summer Institute 2015	14

**Total registrants, professional development hours, and departments represented for OCIP events from July 1, 2014 through June 30, 2015.**

Label	Totals
Total Events	51
Total Attendees	399
Unique Attendees	194
Professional Development Hours	2,895

For more detailed information on events provided by the OCIP team, see Appendix A.

**2. What resources did they used to have before versus now (book rental, online materials only, etc)?**

This information is collected in the 1Y+ Fellowship application form. Participants agree to work on reducing the cost of the supplies and materials for their courses under revision. Some examples of changes in the cost of course supplies and materials were reported by the 1Y+ Fellows such as: offering materials in digital format, use of etextbooks including information on renting books, use of video, audio, and recordings for lessons and assignments that are offered online. Many Fellows are using instructor made materials or materials that are readily available online to reduce student textbook costs. See Appendix B for faculty comments on reduction in material costs.

**3. What feedback has been received? Did any of the faculty receive feedback from students on the improvement in online course design?**

As of June 30, 2015, 34 course evaluations have been submitted for the following Cohort 5 courses. (Please note: most courses for Cohort 6 are scheduled to be taught Fall/Spring 2015-2016). See Appendix C for student comments.

**What feedback have you received from faculty?**

Faculty feedback comes from surveys and messages within Canvas and email. Information from the midpoint focus group is also included. See Appendix D for faculty comments.

**Course Revised Evaluations for Cohort 5**

Course Title and Instructor	Responses	Percentage
EE 461 Systems Engineering - Boehmer	2	6.25%
EMD 550 Higher Education Law -Christman	0	0.00%
HLS 380V/ WS 381V - Women's Health Issues - Ford	5	15.63%
SOC 201G Social Problems - Hovey	0	0.00%
MUS 470 Seminar in Music Education - Hughes	0	0.00%
FCS 446 Adolescent Development - Marin	0	0.00%

**Course Revised Evaluations for Cohort 5 (continued)**

<b>Course Title and Instructor</b>	<b>Responses</b>	<b>Percentage</b>
MKTG 303 Principles of Marketing - Sauter	7	21.88%
SOC 551 Quantitative Analysis - Way	0	0.00%
ANSC 289. Management of Equine Operations - White	0	0.00%
EMD 540 Management Higher Education - Williams Pichon	5	15.63%
ENGL 318 Technical/Professional Communication - Mott	12	37.50%
OES 235 Computer Information Technology - Shindi	0	0.00%
Another course not listed - OCIP 2014-2015	1	3.13%
<b>Total</b>	<b>32</b>	<b>100%</b>

**Cohort 6 courses are scheduled for student evaluation beginning Summer, 2015.**

<b>Course Title and Instructor</b>	<b>Responses</b>	<b>Percentage</b>
EMD 350V Intro- Ed Leadership - Amneh Al-Rawashdeh	0	0.00%
ECED 245 Professionalism - Lynette Bagwell	0	0.00%
PHYS 211 Concepts in Physics -Mechanics -Michael DeAntonio	0	0.00%
NURS 353 Nursing Informatics - Conni DeBlieck	0	0.00%
BCIS 338 Business Information Systems I - Bobbie Green	0	0.00%
NURS 326 Evidence Based Practice - Cheryl Lombardi	0	0.00%
NURS 515 Health Assessment - Stephanie Lynch	0	0.00%
ECED 215 Curriculum through Play - Sara Melendrez	0	0.00%
ECED 220 Practicum I - Sara Melendrez	0	0.00%
ENGL 408 Shakespeare II - Tracey Miller-Tomlinson	0	0.00%
NURS 698 Advanced Clinical Immersion - Shelly Noe	0	0.00%
EE 551 Control Systems Synthesis - Robert Paz	0	0.00%
ART 354 History of Graphic Design - Katerina Reka	0	0.00%
NURS 416 Older Adult Nursing - Kris Robinson	0	0.00%
NURS 460 Strategies for Student Success - Linda Summers	0	0.00%
Another course not listed	0	0.00%

#### 4. How many students were enrolled in the classes that participated in program?

The student enrollment data is self-reported and can be found within 1 Y+ Fellows' application data. In terms of primary impact, the estimated number of students enrolled in the courses under revision for 2014-2015 is 840 assuming each instructor teaches 3 online courses per semester. In terms of secondary impact (using the same assumption), the estimated number of students enrolled in the online courses taught by the 1 Y+ Fellows is 4,917. Secondary impact means students taking other online courses that 1Y+ Fellows will improve due to what they have learned about online course design and the Quality Matters Rubric.

#### 1Yr+ Reported Student Enrollments Cohorts 1-6

Course 1	Course 2	Course 3
2,225	1,453	1,239

#### 5. What faculty applied for the Fall 2014 Semester?

Recruitment for Cohort 6 of 1 Yr + Fellows ran from July 15–August 30, 2014. 24 applications were submitted. 15 applicants were accepted. 2 applicants dropped the program within the first six months. 2 participants from Cohort 5 completed the program with Cohort 6. 2 applicants completed the online course and course revision requirements by June 1, 2015 from Cohort 5. 13 participants from Cohort 6 have completed the program to date. For a full list of OCIP 1Yr+ application data since 2009 including represented colleges and departments, see Appendix D.

#### 1Yr+ 2013-2014 Cohort 6 Participants

First	Last	Department	Position	Course
Amneh	Al-Rawashdeh	EMD	Adjunct	EMD350V Ed Leadership
Lynette	Bagwell	C & I	College Instructor	ECED 245 Professionalism
Michael	DeAntonio	Physics	Associate Professor	PHYS 211 Concepts in Physics - Mechanics
Conni	DeBlieck	Nursing	Assistant Professor	NURS 353 Nursing Informatics
Bobbie	Green	Business	Associate Professor	BCIS 338 Business Information Systems I
Cheryl	Lombardi	Nursing	Associate Professor	NURS 326 Evidence Based Practice
Stephanie	Lynch	Nursing	Assistant Professor	NURS 515 Health Assessment

### 1Yr+ 2013-2014 Cohort 6 Participants (continued)

First	Last	Department	Position	Course
Sara	Melendrez	C&I	College Instructor	ECED 215 Curriculum through Play
Tracey	Miller-Tomlinson	English	Associate Professor	ENGL 408 Shakespeare II
Shelly	Noe	Nursing	Assistant Professor	NURS 698 Advanced Clinical Immersion
Robert	Paz	Engineering	Associate Professor	EE551 Control Systems Synthesis
Katerina	Reka	Art	Assistant Professor	ART 354 History of Graphic Design
Linda	Summers	Nursing	Assistant Professor	NURS 460 Strategies for Student Success

\*Participants in black have completed the program.

\*Participants noted in rust are in progress for completion.

### Participants from Cohort 5 that completed program with Cohort 6

First	Last	Department	Position	Course
Christopher	Hughes	Music	Associate Professor	MUS 470 Seminar in Music Education
Sandra	Way	Sociology	Associate Professor	SOC 551 Quantitative Analysis

### New2Online 2014-2015 Program

The New2Online Program assists those that are new to online teaching and learning. This program focuses on basic use of the learning management system and online course development and design. The program works with faculty to move their courses to fully online or to blended formats.

The program for this year had 14 applicants for Cohort 2 with a final selection of 13 participants with one participant from Cohort I. 3 participants dropped the program. To date, 10 people have completed the program. For a full list of OCIP New2Online application data since 2013 including represented colleges and departments, see Appendix D.

**2014-2015 • Cohort 2 • New2Online Program**

First	Last	Department	Position	Course
Najah	Al-shanableh	Computer Science	Grad. Assistant	CS 167/450 C Programming
Felicita	Arzu Carmichael	English	Instructor	ENGL 203 Business Communication
Mark	Clark	Management	Asst. Professor	MKTG 461 Entrepreneurship
Erika	Gergerich	School of Social Work	Asst. Professor	SW 415 Social Work with Communities and Organizations
James	Herndon	Chemistry	Professor	CHEM 313 Organic Chemistry
Laura	Madson	Psychology	Assoc. Professor	PSY 201G Intro to Psychology
Nancy	Oretskin	Finance	Professor	BUSLAW 502 Legal Environment of Business
Lida	Uribe-Florez	C&I	Asst. Professor	EDUC 519 Research in Curriculum and Pedagogy
Yuliana	Zaikman	Psychology	Instructor	PSY 201G Intro to Psychology
Kris	Robinson	Nursing	Assoc. Professor	NURS 416 Older Adult Nursing

The OCIP Course Design Summer Institute found the OCIP team working with an identified group of faculty from the College of Business and the College of Education. All seats were filled without an application process. For a full list of OCIP Summer Institute application data since 2014 including represented colleges and departments, see Appendix D.

**Summer Institute Attendees 2015**

First Name	Last Name	College	Position
Erin	Blaugrund	Business	College Assistant Professor
Kefaya	Diab	A&S	Associate Professor
Steven	Elias	Business	Professor
Julie	Fitzsimmons	A&S	Professor
Judith	Flores Carmona	Education	Associate Professor
Koomi	Kim	Education	Professor
Winnie	Lee	Business	Adjunct Instructor
Jeffery	Longwell	Linguistics	Associate Professor
Patricia	MacGregor-Mendoza	A&S	Associate Professor

## Summer Institute Attendees 2015 (continued)

First Name	Last Name	College	Position
Sherry	Mills	Business	Assistant Professor
Nancy	Oretskin	Business	Professor
Comfort	Ricketts	Business	College Associate Professor

### 6. Who are your partners for this program?

The partners for the Online Course Improvement Program includes Distance Education, Student Technology Advisory Committee, Associated Students of New Mexico State University, Instructional Innovation & Quality, Teaching Academy, NMSU Library, and Information Communication Technologies. OCIP/1Yr+ faculty participants also provided peer-support and are assigned a mentor from the OCIP Team for their duration in the program.

### 7. What were some things that you learned this year that you would like to improve on for next year?

- A "FastTrack" option will continue to be offered that will include the choice to take the Applying Quality Matters Rubric instead of taking the online course.
- Revisions will be made to the program that will include more mentor support and less peer-to-peer expectation as requested by the midpoint focus group participants.
- Increase integration of professional development activities and efforts of OCIP, Academic Technology, and Teaching Academy.
- Continue innovative means to develop/revise online and blended courses by establishing a professional development opportunities in the summer and online.
- Provide support for faculty wanting to transition to blended or online, as in from face-to-face to some online, or blended to online.
- Align OCIP professional development with the Provost's focus on increasing the number of and enrollment in online degree programs

### 8. Long term goals if funding is matched with STAC as well if funds are not matched.

The long-term goal is to grow OCIP professional development services in alignment with Vision 20/20, NMSU's strategic plan. Plans are underway to expand the professional development offerings that align with the Quality Matters rubric including developing online resources, providing "IIQ Samplers" as models and templates, and providing a self-paced professional development opportunity for online teaching. Additionally, OCIP partnered with the College of Business assisting faculty developing the courses for the new hybrid Masters in Business Administration. In Fall 2015, OCIP will be working with faculty from the School of Social Work to transition their face-to-face Masters of Social Work courses to a fully online program by Fall 2017.

Progress has been made in securing stable funding for the Online Course Improvement Program. A one-year commitment of \$200K to OCIP from the Course Delivery Fees has been secured and



approved. Since STAC continues to co-fund the program, requests for support will be submitted each year since a multi-year OCIP funding commitment cannot be supported by STAC.

A request for continued professional development funding will be made to the Provost on an annual basis. Ensuring quality for all courses regardless of method of delivery is the primary mission of the OCIP professional development, the Instructional Innovation and Quality units, and, Teaching Academy.

## 9. Additional Activities

### Peer Review of Online Courses Program

The Online Course Improvement Program uses Quality Matters (<https://www.qualitymatters.org>) as the foundation for improving online courses. OCIP is committed to implementing the Quality Matters standards for the design of online and/or blended courses. The OCIP team works with faculty to apply these rigorous, research-based standards as they systematically build and evaluate their courses based. The Quality Matters standards assure that the online components of these courses promote learner engagement and provide students with the tools and information they need to be successful learners. More information regarding Quality Matters can be found at [www.qmprogram.org](http://www.qmprogram.org).

### 1Yr+ Participants with Courses Recognized by Quality Matters through June 30, 2015

Course Name	Course Number	Course Representative
Cognitive Psychology	PSY 340	Justin MacDonald
Human Trafficking	CJ 454	Marija Dimitrijevic
Systems Engineering & Prog Mgt	EE 461	Charles Boehmer
Language and Society	LING 302/502	Patricia MacGregor-Mendoza
Mgt of Student Support Services in Higher Ed	EMD 540	Henrietta Pichon
Business Information Systems I	BCIS-502	Richard Oliver
Business Information System	BCIS 338	Richard Oliver
Introduction to Music	MUS 101.M70	James Shearer
Management of Information Security	BCIS 482	Richard Oliver

### Faculty Quality Matters Certified Reviewers as of June 30, 2015

First	Last	Reviewer Type
Marija	Dimitrijevic	Peer Reviewer
Tami	Ford	Peer Reviewer
Justin	MacDonald	Peer Reviewer
Robert	Paz	Peer Reviewer
Elise	Sautter	Master Reviewer Peer Reviewer
Elizabeth	Stringam	Master Reviewer Peer Reviewer
Kourtney	Vaillancourt	Peer Reviewer

### Conference Scholarships

Scholarships were offered for OCIP fellows to attend national conferences concerning online and/or blended learning. Through an application process, three Fellows were chosen to attend the Blended Learning Conference in Denver, CO sponsored by the Online Learning Consortium (<http://bit.ly/1vBhBzh>).

The scholarship pays for the attendee's conference Early Bird registration, travel, hotel, food, transport, parking, and other miscellaneous expenses. A travel, per diem (hotel & food), registration, and other expenses was supported. As part of the opportunity to attend the conference of their choice, OCIP Fellows agree to "give back" to the university community in the form of a presentation, workshop, or as a guest speaker. This year, two Fellows that applied to conferences also submitted proposals and were accepted with one of these proposals earmarked as "Best in Track" for STEM education. Attendees names and conference proposal titles are provided below.

### Conference Attendance and Presentations

Name	Presentation Proposal
Robert Paz	STEM Omelets: Lessons Relearned
Felicita Arzu Carmichael	Preparing Writing Instructors for Blended Teaching and Learning
Erika Gergerich	No proposal submitted

## 10. OCIP Y6 STAC Budget

Master STAC Budget 2014-2015	Percentage	Amount
<b>Starting budget</b>		<b>\$66,493</b>
<b>Salaries</b>		
Instructional Consultant, Lead	.25 FTE	\$12,764
Faculty PD Stipends		\$29,101
Supplemental Compensation		\$1,050
<b>Subtotal</b>		<b>\$42,914</b>
<b>Fringes</b>		
Instructional Consultant, Lead	34%	\$4,340
Faculty PD Stipends	19%	\$9175
<b>Fringes Subtotal</b>		<b>\$13,514</b>
<b>SUBTOTAL</b>		<b>\$56,430</b>
<b>Travel</b>		
Seminars & Training Fees		\$2,850
<b>Travel Subtotal</b>		<b>\$2,850</b>
<b>SUBTOTAL</b>		<b>\$59,290</b>
<b>Supplies &amp; Materials</b>		
Consultant Fee		\$1,750
Dues & Fees (QM Subscription Prorated)		\$4,962
<b>Supplies &amp; Materials Subtotal</b>		<b>\$6,712</b>
<b>TOTAL</b>		<b>\$65,992</b>
<b>BALANCE</b>		<b>\$501</b>

**OCIP Y6 IIQ Matching Budget**

<b>Master IIQ Budget 2014-2015</b>	<b>Percentage</b>	<b>Amount</b>
<b>Salaries</b>		
OCIP Coordinator & Instructional Consultant, Lead	.57 FTE	\$33,300
Instructional Consultant, Intermediate	.48 FTE	\$20,000
<b>Subtotal</b>		<b>\$53,300</b>
<b>Fringes</b>		
OCIP Coordinator & Instructional Consultant, Lead		\$11,186
Instructional Consultant, Intermediate		\$6,936
<b>Subtotal</b>		<b>\$18,122</b>
<b>Total</b>		<b>\$71,422</b>

## Appendix A — OCIP Hosted Events

OCIP Workshops or Hybrid Presentations	OCIP Teaching Academy Events
<b>Course Design</b>	
Learning Objectives	Learning Objectives
Designing Blended Courses: Getting Started Guest Speaker Tanya Josten	Designing Blended Courses: Getting Started
Determining Effectiveness: Ensuring Quality Guest Speaker Tanya Josten	Determining Effectiveness: Ensuring Quality
<b>New2Online</b>	
Open Textbooks and the Evolution of OER	
Assessment and Feedback in Canvas	
Quality Matters at NMSU	Quality Matters at NMSU
<b>Webinars</b>	
A Systematic Approach to Creating Accessible Video Content for Online Courses	
Course and Syllabus Design	
How Can Backward Design Make My Courses More Accessible?	
How Can I Make the Activities in My Course More Inclusive?	
Instructor Engagement - Building Trust with Innovative Technology	
Technology & Collaborative Learning: Scaffolding for Student Success	
The State of Online Learning Current Practices for Assessing Students	
Understanding Invisible Disabilities & What this Means for Online Education	
Building Trust with Innovative Technology	
<b>Quality Matters</b>	
QM OCIP: Applying the Quality Matters Rubric (4 sessions)	

<b>Let's Talk Online Teaching</b>	
Getting Started with Online	Getting Started with Online
Course Goals and Learning Objectives	Course Goals and Learning Objectives
Assessment in Online Learning	Assessment in Online Learning
Instructional Materials	Instructional Materials
Interaction and Collaboration	Interaction and Collaboration
Using Technology in Online Learning	Using Technology in Online Learning
Providing Student Support	Providing Student Support
Accessibility in Online Learning	Accessibility in Online Learning
Quality in Online Learning	Quality in Online Learning
<b>Handheld Devices</b>	
iPad App Up for Faculty!	iPad App Up for Faculty!
iPad OCIP: Bring Your Own Device (BYOD)	
iPad OCIP: Introduction to iPads Workshop	
<b>Summer Course Development Camp</b>	
Quality Matters- Rubric/Standards	
Course Mapping	
Course and Learning Goals	
Home Pages	
Video in Canvas	
Introduction in Online Course	
Accessible Syllabus	
Discussion Boards	
Rubrics in Canvas	
Modules in Canvas	
Design Getting Started Module	
Online Course Development	
<b>Other</b>	
New Faculty Orientation	New Faculty Orientation
Open Labs	

## Appendix B - Faculty Comments - Reduction in Materials and Textbook Costs

- I use only free online resources for my text materials. I have either created these myself, or use sources such as MIT or OCW.
- In revising my online and blended courses, I find that I can make much more use of online resources and open educational resources. In my field there are a host of fantastic educational resources--from virtual galleries that recreate historical moments and places to archives that offer facsimiles of rare texts. These are only a link away.
- I am able to depend less on textbooks and more on the virtual possibilities of the web. I can even rely on students to help find these resources with me, which exercises their critical faculties in assessing the scholarly validity of a site. This has also extended to my classroom courses.
- In next term's courses I am requiring a rented textbook for one, and no textbook for another, for which I will be able to supply or hyperlink all readings online.
- I am using e-textbooks for my courses, which are more practical, less expensive, and can be used on mobile devices.
- My students used several websites, articles I have posted to Canvas, and a YouTube video.
- Provided online resources: articles from library, youtube videos, requests books to be used again from previous semester.
- Online resources: Pinterest, Youtube, study guides, rented textbooks, online textbooks.
- I have incorporated more hyperlinks to online videos, online research articles, quizzes. I was able to cut down on cost, paper-use, and expensive textbooks.
- I am not presently using textbooks in my course. I use online resources only.

## Appendix C - Samples of Student Feedback

- Reading material posted within the course was great and timely
- I thought the online course would be easier. Boy, was I wrong! Lots to read and write but I really can't complain about the content. I learned lots!
- I liked that the assignments and resources to do the assignments were online.
- I loved that the course was online - this is the only way I would be able to take it.
- Ms Mott was so helpful and provided me great feedback that I can use for the rest of my life.
- I liked how all the students gave fresh perspectives of Shakespeare that I never thought of before and also how great everyone was when it came to commenting on other's posts. I also loved the fact that the professor was so involved with the discussions and would prompt a student to think deeper on the topic.
- I like the clear setup of what will be happening each week, as well as the Resource page that teaches us what we would otherwise learn in a face-to-face class.
- My professor has everything perfectly laid out for the semester.
- My professor is great. I was worried about the workload from this class at first but he has made it much more manageable and enjoyable.
- When i have a question i get feedback automatically.
- I like the fact that my instructor emails back right away.



## Appendix D - Faculty feedback from surveys, Canvas messages, and emails.

- Going through the rubric, I realized there are many more reasons that students are not learning the way I expect them to-it is not the material- it is the way it is presented, or whether they are getting help elsewhere, so providing or directing them to help. Organizing from the start and then getting to the class content.
- I like the modules because it lays out things out me, not only for the students but for me too. Then I can click on modules and I can know exactly what I need to do and what I need to talk about for this class, keeps me organized very beneficial to help me organize my own activities for teaching.
- Helped me figure out how to give students feedback is when they are having difficulty.
- I was able to redirect or focus students to the resources available and keep them in class which was very beneficial to me and them.
- I have a face to face course and an online course. I am finding myself using the Canvas features in my face to face course. We had a snow day yesterday, I posed an online discussion for the assignment that was due instead of waiting. I am incorporating online, not blended, it is not set up as a blended course, just incorporating more of the online components in my face to face.
- Thank you all for your help! I couldn't have made it through this without my mentors.
- Your team is superior to others I've encountered; glad I made it here.
- Just have to thank you (AGAIN) for all I learned from OCIP. I had applied for an opportunity to do some flipped/video cases at the National Center for Case Study Teaching in Science...
- I am looking at things from the student perspective now and looking at things and reading things, is it clear, is it not clear, is there something else I can say or do to makes things more clear from their perspective which I did not do before.
- One of the things this program has taught me is the importance of making sure the technology works and when it doesn't work, guiding the students to where to get help for that.
- For me, it has helped my class go paperless so I don't have to pass out any papers and they don't have to pass papers back to me. Everything is online. I don't have stacks of papers in my office.
- One of the things this whole series has helped me with is to figure out ways to survey students- to get their opinion of what I can do better including getting their opinions about putting things online and how to make it clearer for them.
- I think this program should be mandatory for all faculty actually. I hear from alot of students that have some complaints, for lack of a better word, about some of their other instructors that is either not online at all or their online course is not very organized. So, the students are actually the ones that benefit from this program ultimately and it should be something that faculty members should be required to do.

## Appendix E – 1Yr+, New2Online and Summer Institute Applicants

### 1Yr+ Fellowship Applicants

#### Applicants

Cohort	Year	Total	A&S	ACES	BUS	EDUC	ENG	HSS	Other	Qualify
1	2009	25	4	6	2	5	0	0	8	17
2	2010	19	2	8	3	4	1	1	0	19
3	2011	22	9	0	0	3	5	3	2	20
4	2012	34	10	3	4	3	1	0	13	30
5	2013	27	10	2	2	8	0	3	2	27
6	2014	24	7	0	2	6	1	8	0	24
<b>Totals</b>		<b>151</b>	<b>42</b>	<b>19</b>	<b>13</b>	<b>29</b>	<b>8</b>	<b>13</b>	<b>25</b>	<b>134</b>

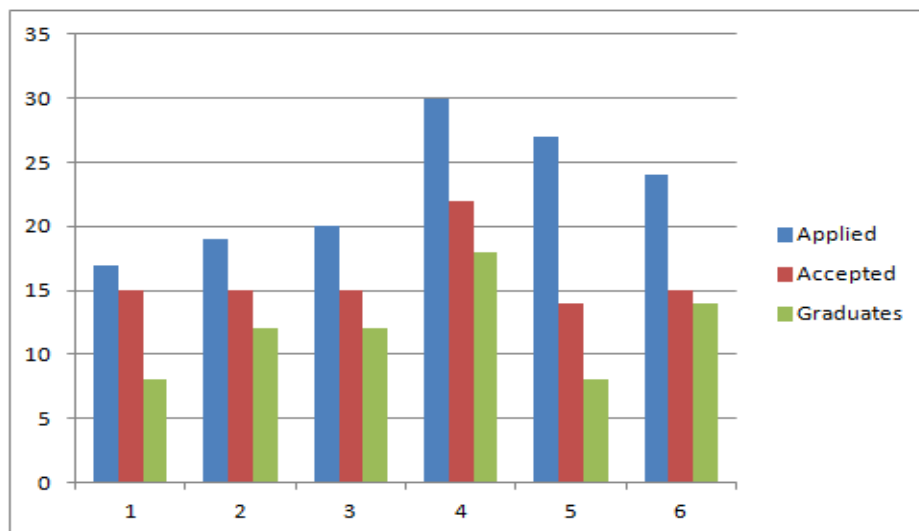
#### Accepted

Cohort	Year	Total	A&S	ACES	BUS	EDUC	ENG	HSS	Other	Grad	Percent Complete
1	2009	15	2	2	2	3	3	3	0	8	53%
2	2010	15	2	4	3	3	1	2	0	12	80%
3	2011	15	6	2	0	3	1	2	1	12	80%
4	2012	22	10	2	4	2	2	2	0	18	77%
5	2013	14	4	2	2	3	1	1	1	8	33%
6	2014	15	3	0	1	4	1	6	0	14	93%
<b>Totals</b>		<b>96</b>	<b>26</b>	<b>12</b>	<b>12</b>	<b>18</b>	<b>9</b>	<b>17</b>	<b>2</b>	<b>72</b>	<b>72%</b>

### Participants by Position

Position	Total	A&S	ACES	BUS	EDUC	EE	HSS	Other	Grad	Percent Total
Prof.	23	9	3	5	4	0	2	0	19	15%
Assoc. Prof.	42	10	3	7	10	6	5	0	16	11%
Asst. Prof.	34	11	4	0	9	3	7	0	15	10%
Coll. Prof	2	2	0	0	0	0	0	0	1	1%
Coll. Asst. Prof.	4	1	1	1	0	0	1	0	4	3%
Coll. Inst.	8	3	0	1	2	1	1	0	3	3%
Adjunct	14	6	0	2	5	0	0	2	6	4%
Other	23	17	0	0	6	0	0	0	8	5%
<b>Totals</b>	<b>151</b>	<b>59</b>	<b>11</b>	<b>16</b>	<b>37</b>	<b>10</b>	<b>16</b>	<b>2</b>	<b>72</b>	<b>48%</b>

### 2009-2015 1Yr+ Fellowship



### 1Yr+ Fellowship Applied, Accepted, and Graduates 2009-2015

## New2Online Applicants

### Applicants

Cohort	Year	Total	A&S	ACES	BUS	EDU	ENG	HSS	Other	Qualify
1	2013	25	12	1	2	4	1	4	0	25
2	2014	14	9	0	2	2	0	1	0	13
<b>Totals</b>		<b>39</b>	<b>21</b>	<b>1</b>	<b>4</b>	<b>6</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>38</b>

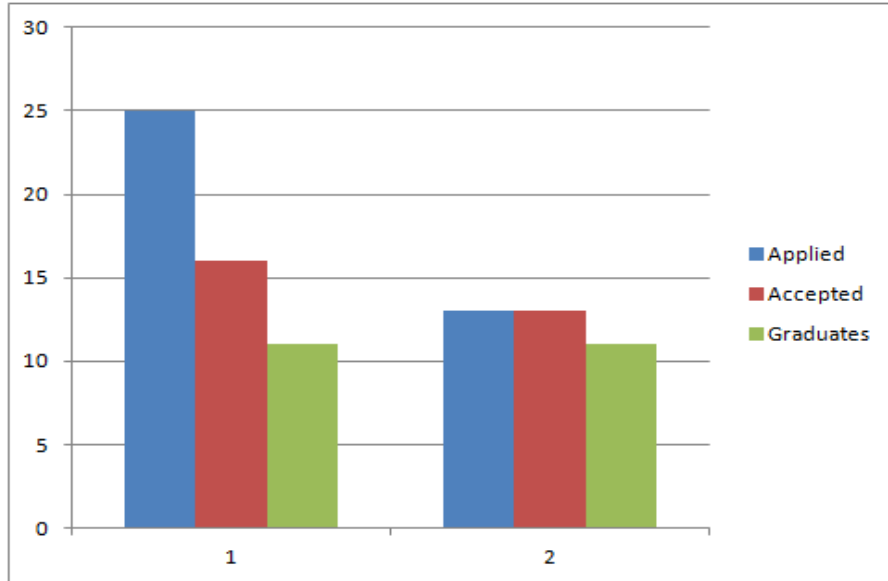
### Accepted

Cohort	Year	Total	A&S	ACES	BUS	EDU	ENG	HSS	Other	Grad	Percent Complete
1	2013	16	7	1	2	3	1	2	0	11	69%
2	2014	13	8	0	2	2	0	1	0	11	85%
<b>Totals</b>		<b>29</b>	<b>15</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>22</b>	<b>76%</b>

### Participants by Position

Position	Total	A&S	ACES	BUS	EDU	ENG	HSS	Other	Accepted	Percent Total
Professor	5	3		1	1				4	14%
Assoc. Prof.	7	5			1	1			7	24%
Asst. Prof.	11	3		3	4		1		9	31%
Coll. Prof									0	0
Coll. Asst. Prof.									0	0
Coll. Inst.	4	3	1						4	14%
Adjunct	2	1		1					2	7%
Other	3	3							3	10%
<b>Totals</b>	<b>32</b>	<b>18</b>	<b>1</b>	<b>5</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>29</b>	<b>100%</b>

### 2013-2015 New2Online Program



**New2Online Applied, Accepted, and Graduates 2014-2015**

## Summer Institute Applicants

### Applicants

Cohort	Year	Total	A&S	ACES	BUS	EDU	ENG	HSS	Other	Qualify
1	2014	37	15	2	8	6	2	2	2	28
2	2014	45	11	8	3	5	6	5	7	37
3*	2015	19	6	0	8	5	0	0	0	19
<b>Totals</b>		<b>101</b>	<b>32</b>	<b>10</b>	<b>19</b>	<b>16</b>	<b>8</b>	<b>7</b>	<b>9</b>	<b>84</b>

\* No Solicitation

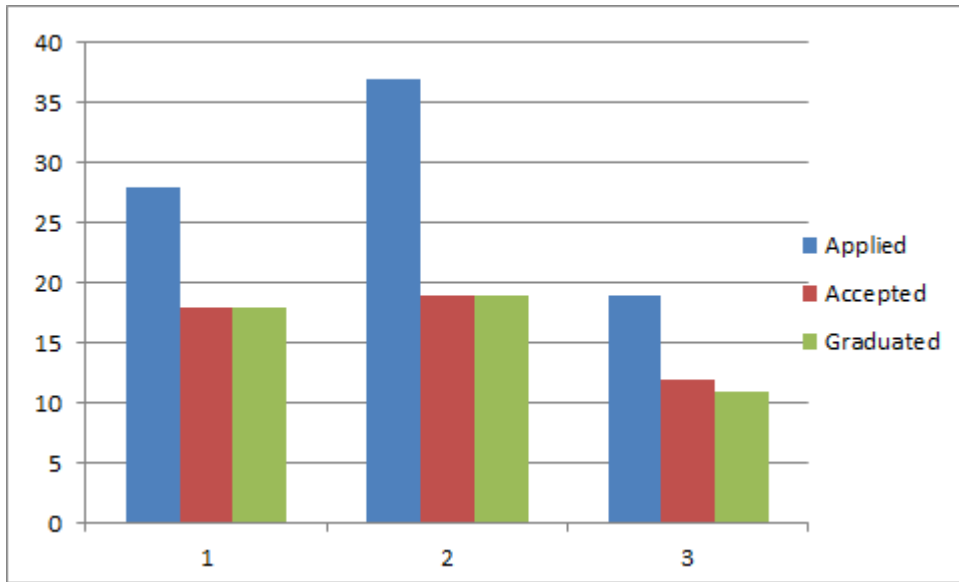
### Accepted and Graduates

Cohort	Year	Total	A&S	ACES	BUS	EDU	ENG	HSS	Other	Grad	Percent Complete
1	2014	18	8	0	4	6	0	0	0	18	100%
2	2014	19	5	2	1	4	4	3	0	19	100%
3	2015	12	3	0	6	3	0	0	0	11	92%
<b>Totals</b>		<b>49</b>	<b>16</b>	<b>2</b>	<b>11</b>	<b>13</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>48</b>	

### Participants by Position

Position	Total	A&S	ACES	BUS	EDU	ENG	HSS	Other	Accepted	Percent Total
Professor	9	2		5		1		1	8	17%
Assoc. Prof.	10	3		2	3	1	1		10	21%
Asst. Prof.	13	5	1	1	5		1		13	28%
Coll. Prof	4	2			2				4	9%
Coll. Asst. Prof.	5	1		1	2		1		5	11%
Coll. Inst.	1			1					1	2%
Adjunct	4		1		1	1		1	4	9%
Other	2	2							2	4%
<b>Totals</b>	<b>48</b>	<b>15</b>	<b>2</b>	<b>9</b>	<b>13</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>47</b>	<b>100%</b>

### Summer Institute



**Summer Institute Applied, Accepted, Graduates 2014-2015**

## Appendix E — Participant Feedback from Focus Group OCIP Cohort 6 (1Yr+ and N2O Participants)

- One of the beauties of my online class is that it is an online book so I can use it to make the modules and I can make it required that they finish that module before they can access the homework. We always ask, how do we get them to read - well - there you go. I could not do that without technology. I learned about module through the N2O program.
- Even as I was going through the 2-week course, I like the fact that there was right there, interaction in the middle of the reading. You can see your progress and your results. This works great with students and I learned to do this by taking the 1Yr+ program- great models!
- Just like digital badges- as faculty we would like that. That is something we could put on our P& T- we earned 5 gold stars today! I am not sure if the P&T community would know what that means though.
- Going through the rubric with the standards. Was very helpful to see how standards should be aligned.
- Review of other courses and kind see what the rubric means- what does it look like-in a practice way. helped me to see what the standard actually meant.
- How to write course objectives and align course activities and assessments to that standard.
- I was able to see if my objectives were actually measureable. I could see that they were not and I had to do some revision here.
- I have never been a student in an online course so this really helped me.
- Going through the modules was good and the specific feedback on my course was very helpful.
- For me, just seeing what the Quality rubrics entails, the details. There is so much I should have been communicating with my students that I was not doing. Even if my courses will not be QM reviewed at this point, I can't help slipping what I have learned into my other courses.
- In practice, basically, all of my classes have become at least blended if not online. So, like the snow day yesterday, I could miss a class because my lectures were already online. I didn't have to have a lecture the face to face activities that we do in the face to face portion are supplemental to the lecture so we miss a day it is not catastrophic to the whole schedule since all the information was online.
- I am teaching two separate courses- to do the second course you have to take the first one. Some students are not up to par with the first course. I can combine the information in the first course to the second course. I can then offer the information to the students in the second course as supplemental, review material. So I am actually getting students from both courses online to get the information which is very nice to not have to repeat. When you teach as many students as I do, this really is really nice to be able to combine classes and bring people in and deal with classes in this way is really nice for me.
- I am looking at things from the student perspective now and looking at things and reading things, is it clear, is it not clear, is there something else I can say or do to makes things more



clear from their perspective which I did not do before, I just put it out there and I found that typically, each semester, I would have the same questions over and over again. And so, this is not clear, I need to say it in a different way, or put an example, or do whatever to make it more clear for the students, even though it is clear to me- I know what I meant-but they don't always know what I meant. This program has made me think more like the student.

- I like grading online because I can type in my comments. It is not handwritten anymore. This may be more Canvas but I really like grading online. You have it documented too if you ever need to go back and look at what you said.
- I have two other teachers that are teaching graphic design, they are teaching the same intro class that I have taken hybrid this semester so I show them how to use modules.
- It would be very helpful because you can't make faculty do things here but you could certainly work with the administration and make this a really big point in promotion and tenure because I know for a fact that my department does not value it and so you need to be working more with administration to push that down to the departments how important this really is - they don't see how important this really is. Anything you can do to work from the top down and then we can work from the bottom up to make sure people know how important this is and how important it is to my professional development.
- Our department has an online master's degree program but there is no one that teaches those classes that has been through this. I think for a program like that it should be mandatory.
- I have learned that having to put my class online is actually more work. Especially if you do it right!
- There is a perception that online classes don't offer the quality of face to face- I hear that a lot. Many worry that the quality will be compromised. The students think it will be a cakewalk and neither of those is true.
- The other thing I would say is that we should not limit this to online courses - there are hybrid course and face to face courses and this activity has benefited me and all the students regardless of the model - not just online course - so that is another aspect of teaching this- not only for online but all delivery models.
- That is now my course is, mine is a face to see in advance, they know exactly what is coming up and what is required. They do like that.
- One of the beauties of my online class is that it is an online book so I can use it to make the modules and I can make it required that they finish that module before they can access the homework. We always ask, how do we get them to read - well - there you go. I could not do that without technology. I learned about module through the N2O program.
- Even as I was going through the 2-week course, I like the fact that there was right there, interaction in the middle of the reading. You can see your progress and your results. This works great with students and I learned to do this by taking the 1Yr+ program- great models!

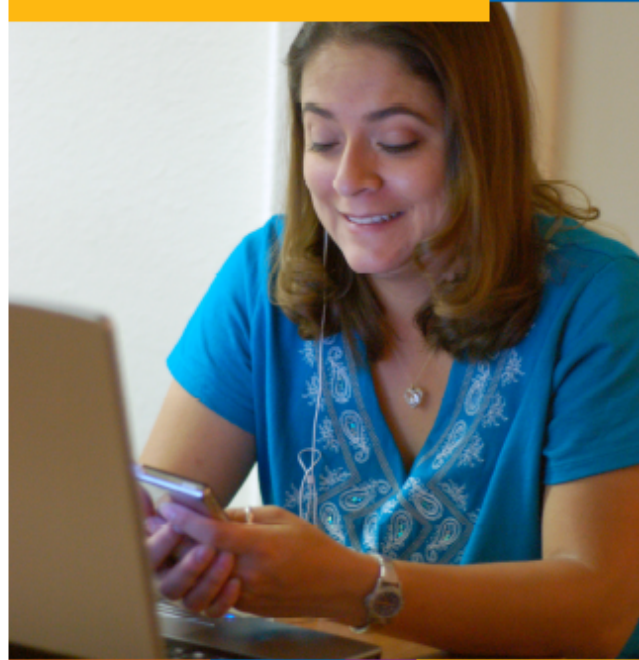
## Appendix F - QM Brochure

# Peer Review of Online Courses

*Every course a quality course*

Online Course Improvement Program

<http://ocip.nmsu.edu>



### **Peer Review of Online Courses**

Online Course Improvement Program

MSC 311Q

P.O. Box 30001

Las Cruces, NM 88003-8001

(575) 646-5968

[slalla@nmsu.edu](mailto:slalla@nmsu.edu)



# Peer Review of Online Courses

## Online Course Improvement Program

NMSU is a member of Quality Matters (QM), which is nationally recognized for its peer-based approach to quality assurance and continuous improvement of online courses. This membership provides opportunities for QM peer reviews using the QM rubric. Three peer review options are available to NMSU-Las Cruces faculty to improve their online courses.

### Option 1: Get Your Online Course Reviewed Informally

The Quality Matters (QM) rubric is used to review your online course(s). There are multiple ways to receive informal feedback about your online course:

- Use the QM Rubric to self-review your online course.
- Use the rubric to have peers provide feedback on specific standard(s) in your course.
- Apply for the OCIP One-Year-Plus or New2Online programs
- Submit a request for an informal course review and consultation by OCIP staff.

<http://ocip.nmsu.edu/services/peer-review/>

### Option 2: Get Your Online Course Reviewed for Formal QM Recognition

A peer review team consists of three QM Certified Peer Reviewers, two of whom are from NMSU plus a subject matter expert from another university. The review team will provide formal feedback about your course. Full reviews usually take 3-5 weeks from the start of the review. Courses that meet the QM standards for quality online course design will receive national QM recognition. The Online Course Improvement Program (OCIP) will pay the cost of the QM review.

For a list of recognized courses by institution, visit:  
[http://www.qmprogram.org/qmresources/courses/grouped\\_by\\_inst.cfm?program=2](http://www.qmprogram.org/qmresources/courses/grouped_by_inst.cfm?program=2)

### Option 3: Become a QM Certified Peer Reviewer

If you are an experienced online instructor, you are eligible to become a certified QM Peer Reviewer. The experience you gain from becoming a QM Certified Peer Reviewer offers several advantages:

- Your approach to online course design improves as you become familiar with the QM rubric.
- You can participate in faculty-centered online course reviews at NMSU and at other universities nationwide, which can be included in your promotion and tenure packets.
- Each formal QM review pays a \$150 stipend.
- You can participate in future QM mentoring programs at NMSU.

To become a QM Certified Peer Reviewer, you apply for this opportunity. Once selected, you will take two courses offered by Quality Matters – *Applying the QM Rubric* followed by the online *Peer Reviewer Course*. After successfully completing the two courses, you become a QM Certified Peer Reviewer. OCIP will pay the tuition for both courses.

### Contact

For more information about any of these peer review options, contact Sharon Lalla at [slalla@nmsu.edu](mailto:slalla@nmsu.edu) or 575-646-5968.

### Become more familiar with the Quality Matters Rubric by:

- Visiting the OCIP Resources wiki (<http://ocipresources.pbworks.com>)
- Attending professional development workshops designed around the QM standards. Find these workshops at <http://teaching.nmsu.edu>
- Applying to OCIP's One-Year-Plus(1Yr+) program offered at the beginning of each academic year. For more information on this program, visit <http://ocip.nmsu.edu/one-year-plus/>

9/2014