



Online Course Improvement Program

<http://ocip.nmsu.edu>

All About Discovery!

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Subject: OCIP Year 6 Executive Summary
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The Online Course Improvement Program (OCIP) started in 2009 as a partnership between The Associated Students of New Mexico State University/Student Technology Advisory Committee (ASNMSU/STAC) and the College of Extended Learning (CEL), now Instructional Innovation and Quality (IIQ). With the completion of OCIP's 6th year (Y6), the program has made progress in meeting its overall goal of supporting improvement in the quality of blended and online courses.

The purpose of this report is to provide the Student Technology Advisory Committee an update on the impact and progress of OCIP. Both quantitative (data tracking) and qualitative measures (focus groups, surveys, and communications) inform the results of this report. Three major themes to emerge from the data are as follows: 1) OCIP is helping to address a faculty professional development need; 2) The One Year Plus Fellowship Program (1Yr+) and New2Online Program (N2O) are helping faculty improve the quality of their courses and teaching in all contexts; 3) Revised and improved blended/online courses are having a positive impact on students and their learning.

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. Fifty-one events directly supported Quality Matters (QM) Standards. OCIP events and presentations as well as the online professional development training courses were thematically organized around the eight research-based Quality Matters Rubric and Standards to ensure quality in blended/online course design.

The 1Yr+ Fellowship has had participants from all the six academic colleges. All levels of faculty (Prof., Assoc. Prof., Assist. Prof., etc.) attended OCIP professional development workshops and presentations. This data indicates OCIP is of value to a wide audience of faculty members teaching online and blended courses.

Recruitment for Cohort 6 of 1 Yr + Fellows ran from July 15–August 30, 2014. 24 applications were submitted. 13 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. 11 participants from Cohort 6 have completed the program to date. For Year 6, a total of 13 Fellows completed the 1Y+ program.

The New2Online (N2O) Program saw its second year of implementation. This program focuses on basic use of the Canvas learning management system and online course development and design. The program works to move content 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 1. 3 participants dropped the program. 10 people have completed the program for cohort 6.

As part of their commitment to the program, 1 Yr+ Fellows and N2O participants are giving back to the faculty community through peer mentoring and professional development. For example, some participants have presented Let's Talk Online Teaching for the Teaching Academy while others have presented workshops for OCIP. Their activities help meet the program goals of fostering peer interaction encouraging best practices in online learning and fostering a culture of quality in online and blended courses.

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.

OCIP is using 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, and are systematically building and evaluating courses based on these rigorous, research-based standards. The Quality Matters standards assure that the online components of these courses promote learner engagement and provide students with tools and information they need to be successful learners. To date, 9 1Yr+ participants' courses have meet the expectations of a Quality formal review. 5 1Yr+ participants have become certified as QM peer reviewers and 2 have become master reviews.

Scholarships were offered for OCIP fellows to attend national conferences concerning online and/or blended learning. Through an application process, 3 participants were chosen to attend the Online Learning Consortium Blended Learning Conference. 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.

Focus areas for OCIP Y6 include continued use of Canvas and the power of the learning management system for its ease of use, navigation and ability to include multimedia tools including video and podcasting; improved communication with the 1Yr+ Fellows including orientation session, mid-year focus group, and follow-up sessions such as Open Labs and mentor contact; leverage the expertise of the 1Yr+ Fellows to build a peer-to-peer network of mentors for course reviews using the Quality Matters Rubric; develop an internal framework to recognize a quality course; continued offering of the OCIP Course Development Summer Institute.

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.

Faculty Comments on Reduction in Materials

- I use only free online resources for my text materials. I have either created this 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, and 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.

Samples of Student Feedback

- I thought the online course would be easier. 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.