



Instructional Innovation & Quality

MSC 311Q

New Mexico State University

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To: Araceli Hernandez, Manager Student Relations
From: Dr. Susan Bussmann, Instructional Innovation and Quality , OCIP Director
Sandra Johnson, Instructional Innovation and Quality, OCIP Coordinator
Subject: OCIP Year 7 Report
Date: August 19, 2016

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

IIQ and OCIP thank STAC and ASNMSU for their long-standing financial support from 2009-2016 (\$556,000) for faculty professional development for developing quality online/blended courses

In addition to financial support from STAC and NMSU, OCIP has an Advisory Board, which provides guidance and reviews the status of the program. The advisory board for 2015-16 had three formal meetings (October 6th, 2015; January 12th, 2016; May 10th, 2016) during the 2015-16 year. One representative from each of the following organizations served on the board:

- Student Technology Advisory Council
- Faculty Advisory Committee for Technology
- Library Services
- Teaching Academy
- Information and Communication Technologies
- Faculty from colleges

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

From July 1, 2015 –June 30, 2016, 63 events were provided with the attendance breakdown provided below.

OCIP Hosted Events

Type	Number	Percentage
Let's Talk Online Teaching	9	14%
Recorded Webinars	3	5%
Open Labs	5	8%
Workshops/Presentations	35	56%
Quality Matters Workshops	3	5%
New Coffee and Course Design	4	6%
OCIP Orientations and "Welcome Back"	4	6%
Total	63	100%

Nine events were hosted in conjunction with the Teaching Academy. Four events were hosted in partnership with Academic Technology. Three events were the Applying the Quality Matters (QM) Rubric, which is the first step in achieving peer reviewer certification for QM. Two events were hosted with the NMSU Student Accessibility Office. One event was hosted with the Instructional Media Services unit. OCIP events and presentations as well as the online professional development courses 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 Type	Number of Attendees
Let's Talk Online Teaching	141
New Coffee and Course Design	38
Archived Webinars	46
Open Labs	37
Workshops/Presentations	415
Quality Matters Workshops	40
OCIP Orientation and "Welcome Back"	40

Total registrants, professional development hours, and departments represented for OCIP events from July 1, 2015 through June 30, 2016.

Total Events	63
Total Attendees	757
Unique Attendees	186
Professional Development Hours	2,589

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, 2016, 26 course evaluations have been submitted for the following Cohort 6 courses. (Please note: many courses for Cohort 6 are scheduled to be taught Fall/Spring 2016-2017). 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.

Revised Course Student Evaluations for Cohort 6

Course Title and Instructor	Responses	Percentage
ENGL 408 Shakespeare II, Tracey Miller-Tomlinson	7	27%
EE 551 Control Systems Synthesis, Robert Paz	14	54%

ART 354 History of Graphic Design, Katerina Reka	5	19%
Total	26	100%

Cohort 7 courses are scheduled for student evaluation beginning Summer 2016.

As of June 30, 2016, 22 course evaluations have been submitted for the following Cohort 7 courses. (Please note: many courses for Cohort 7 are scheduled to be taught Fall/Spring 2016-2017). See Appendix C for student comments.

Course Title and Instructor	Responses	Percentage
GOV 333: Diversity in Public Administration, Jiaqi Liang	1	4.5%
HON 232: The Human Mind, Laura Thompson	11	50%
ME 240: Thermodynamics, Vincent Choo	9	41%
Other: Course name unidentified by student	1	4.5%

3. How many students were enrolled in the classes that participated in the 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 2015-2016 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 1-7

Course 1	Course 2	Course 3
2,540	1,641	1,299

4. What faculty applied for the Fall 2015 semester?

Recruitment for Cohort 7 of 1 Yr+ Fellows ran from July 13–August 25, 2015. Eighteen applications were submitted. Eleven applicants were accepted. Two applicants dropped the program within the first six months. Nine participants (82%) from Cohort 7 have completed the

program to date. For a full list of OCIP 1Yr+ application data since 2009 including represented colleges and departments, see Appendix E.

1Yr+ 2015-2016 Cohort 7 Participants

First	Last	Department	Position	Course
Nancy	Chanover	Astronomy	Associate Professor	ASTR 110G: Introduction to Astronomy
Vincent	Choo	Mechanical and Aerospace	Associate Professor	ME 234: Dynamics
Mark	Clark	Management	Assistant Professor	dropped
Barbara	Gamillo	Engineering Tech. and Survey Engineering	Assistant Professor	ICT 477: Computing Networking II
Cecilia	Hernandez	Curriculum and Instruction	Assistant Professor	dropped
Koomi	Kim	Curriculum and Instruction	Associate Professor	RDG 551: Literacy in Early Childhood
Jiaqi	Liang	Government	Assistant Professor	GOV 333: Diversity in Public Administration
David	Melendez	Student Success Center	Instructor	UNIV 112: Academic and Personal Effectiveness
Naomi	Schmidt	Economics	College Professor	BA 501: Quantitative Methods of MBA
Laura	Thompson	Psychology	Professor	HON 232: The Human Mind
Lucy	Zollner	Languages and Linguistics	College Assistant Professor	GER 111: Elementary German I

*Participants in black have completed the program.

*Participants noted in rust dropped the program.

New2Online 2015-2016 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 25 applicants for Cohort 3 with a final selection of 8 participants. 2 participants dropped the program. To date, 6 people (75%) have completed the program. For a full list of OCIP New2Online application data since 2013 including represented colleges and departments, see Appendix E.

2015-2016 Cohort 3 New2Online Program

First	Last	Department	Position	Course
Stephanie	Arnett	Sociology	Professor	SOC 503: Seminar in Sociological Research
Carol	Campbell	Geography	Associate Professor	GEO 120: Culture and Environment
David	DuBois	Environmental Science	Assistant Professor	dropped
Ryan	Goss	Environmental Science	Associate Professor	HORT 378: Turf Grass
Srikanta	Mishra	Special Education/Communication Disorder	Assistant Professor	dropped
David	Mitchell	Electrical Engineering	Assistant Professor	EE 571: Random Signal Analysis
Michelle	Nishiguchi	Biology	Professor	BIO 478: Molecular Biology of Organisms
Karen	Trujillo	English	Adjunct	ENGL 111: Rhetoric and Composition

The OCIP Course Design Summer Institute found the OCIP team working with faculty from various departments. The application to apply for the 2016 Summer Institute was open from

March 21 - April 19, 2016. All NMSU-Las Cruces faculty were encouraged to apply. For a full list of OCIP Summer Institute application data since 2014 including represented colleges and departments, see Appendixes E & F.

Summer Institute Attendees 2016

First	Last	Department	Position	Course
Greg	Armfield	Communication	Associate Professor	COMM 265: Principles of Human Communication
Erin	Blaugrund	Marketing	College Assistant Professor	MKT 503: Marketing Management
Olga	Cabada	Social Work	College Associate Professor	Will complete year 2016-17
Ivan	de la Rosa	Social Work	Associate Professor	MSW 560: Social Work Research
Rene	Guillaume	Educational Leadership and Administration	Assistant Professor	ELA 550: Higher Education Law
Juan	Holguin	Marketing	College Assistant Professor	MKT 311: Consumer Behavior
Winston	Jackson	Public Health	College Assistant Professor	PHLS 471 – M70/ MPH 571 Health Informatics
Minjoon	Jun	Management	Professor	MGT 502: Operations Management
Ko Eun	Kim	Curriculum and Instruction	Assistant Professor	EDUC 601: Social Construction of Childhood
Eduardo	Macias	Curriculum and Instruction	College Assistant Professor	EDUC 613: Evaluation of Quantitative Research in Education

Yvonne	Moreno	Special Education and Communication	College Instructor	SPED: 486/586/686 Behavior and Autism
Fran	Nedjat-Haiem	Social Work	Associate Professor	MSW 527: Advanced Practice with Organizations & Communities
Mihai	Niculescu	Marketing	Associate Professor	Did not complete
Jennifer	Noonan	Philosophy	College Associate Professor	PHIL101: The Art of Wondering
Carlos	Posadas	Criminal Justice	Associate Professor	CJ 300: Introduction to Research Methods in Criminal Justice
Mary	Prentice	Educational Leadership and Administration	Academic Department Head	ELA 350: Introduction to Leadership in a Global Society
Jane	Smith	Nursing	Assistant Professor	NURS 362: Evidence-Based Practice
Theresa	Westbrock	Library	Adjunct	LIB101: Introduction to Research
Michelle Eva	Wheeler	Languages and Linguistics	Assistant Professor	SPAN 492: La Estructura del Espanol: Morfología y Sintaxis

5. 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.

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

- Participants of 1Yr+ will be required to complete the Applying the QM Rubric (APPQMR) workshop during the first semester that they are in the program.
- There is no longer a Track A and Track B version of 1Yr+ - because Fellows need to complete all the modules in the online course portion.
- Consider offering an option for 1Yr+/N2O wherein participants attend F2F for a one-week immersion experience, then work on the design of their course over the following semester.
- Implement “harder” deadlines for the different components of the programs, because participants mentioned that it was easy to put things off if there wasn’t a hard deadline.
- Create an acceptance cycle that would allow participants into the program more often than just the fall semester.

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

Starting in FY17, the Online Course Improvement Program will be funded from the Course Delivery Fee.

The long-term goal is to continue growing 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 Standards 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 School of Social Work working with faculty to transition their face-to-face Master’s of Social Work courses to a fully online program by Fall 2017. Significant progress was made with 9 courses “meeting” standards, 2 courses earning formal QM Recognition and 7 courses meeting an informal review.

One-hundred percent Course Delivery Fee funding for the Online Course Improvement Program starts in FY17. At the May 2016 STAC/FACT joint meeting STAC ASNMSU funding was returned by IIQ/OCIP.

A request for continued funding support for faculty professional development and quality online courses 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 OCIP professional development, the Instructional Innovation and Quality unit and the Teaching Academy.

8. Additional Activities

In addition to 1Yr+, N2O, MSW, and Summer Institutes, the OCIP staff provides support to any faculty member from any college requesting support with online or blended course design. Below are the face-to-face hours spent working with these instructors (does not include any support offered via phone or email communication).

Faculty	Date	Hours	Event/Topic
Nancy Oretskin	12/12/16	1	OCIP information for possible applicant
Michele Schuster	1/11/16	2	Adding Modules to her course
Carol Flinchbaugh	1/14/16	3	Getting course to meet quality metric
Laurie Churchill	9/15 - 11/15	15	Research course for early childhood doc program
Nicole Harings	11/15; & 1/16	2	Assistance for developing online herpetology courses
Erin Blaugrund	1/20/16	6	Informal Review MKT 310
Sherry Mills	2/15/16	2	Adobe Connect
Aida Lopez	2/18/16; 4/21/16	6	Online Course Design
Nancy Oretskin Business	4/20, 5/4	4	502 Business Law- joint effort to meet a formal review

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. 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.

1Yr+ Participants with Courses Recognized by Quality Matters through June 30, 2016

Course Name	Course Number	Course Representative
Lodging Operations I	HRTM 331	Betsy Stringam
Introducción a la Lingüística Hispánica	SPAN 540	Patricia MacGregor-

		Mendoza
Technical and Scientific Communication	ENGL 218	Christina Schaub
Enterprise Resource Planning	BCIS 485/560	Jennifer Kreie
Macro Essentials	BA 500	Comfort Ricketts
Social Work Practice I	MSW 520	Wanda Whittlesey-Jerome
Control System Synthesis	EE 551	Robert Paz
Infectious and Chronic Diseases	PHLS 459 / MPH 559	Susan Wilson
Public Health Law and Ethics	MPH 547	Susan Wilson
Socio-Cultural Concepts & Populations of the Southwest	MSW 509	Ivan De La Rosa
Revenue Management	HRTM 432	Betsy Stringam

Quality Matters Certified Master Reviewers July 1 - June 30, 2016

First	Last
Kefaya	Diab
Tami	Ford
Kerry	Forsythe
Kourtney	Vaillancourt

Quality Matters Certified Peer Reviewers July 1 - June 30, 2016

First	Last
Chuck	Boehmer
Conni	DeBlieck
Mike	DeMers

Vicki	Nesbitt
Kim	O'Connell-Brock
Henrietta	Pichon
Karen	Potter
Katya	Reka
Christina	Schaub
Shawn	Skurky
Tanya	Watson

9. OCIP Y7 STAC Budget

Master STAC Budget 2014-2015	Percentage	Amount
		\$60,460
Salaries		
Faculty PD Stipends		\$36,000
Faculty Reviewer Supplemental Compensation		\$1,700
Subtotal		\$37,700
Fringes		
Faculty PD Stipends	19%	\$8,340
Faculty Reviewer Supplemental Compensation		\$433
Subtotal		\$8,773
SUBTOTAL		\$46,473
Supplies & Materials		
Consultant Fees		\$3,500
Dues & Fees (QM Subscription)		\$4,400
QM Training Fees		\$5,275
Subtotal		\$13,175
TOTAL		\$59,648
	Balance	\$812

OCIP Y7 IIQ Matching Budget

Master IIQ Budget 2014-2015	Percentage	Amount
Salaries		
OCIP Coordinator & Instructional Consultant, Lead	.57 FTE	\$33,300
Instructional Consultant, Intermediate	.48 FTE	\$20,000
Subtotal		\$53,300
Fringes		
OCIP Coordinator & Instructional Consultant, Lead		\$6,327
Instructional Consultant, Intermediate		\$3,800
Subtotal		\$10,127
Total		\$63,427

Appendix A
OCIP Hosted Events

OCIP Workshops or Hybrid Presentations	OCIP Teaching Academy Events
Accessibility in Online Courses	
Making Videos Interactive with EdPuzzle	
Video Conferencing	
Assessment in Your Blended/Online Course	
Learning Objectives	
Creating Accessible Web Content	
Establishing Presence to Enhance Online Student Engagement	Establishing Presence to Enhance Online Student Engagement
The QM Informal Review Process	
Audio, Video, and Adobe Connect	
Course Mapping	
Overview of Quality Matters	
Let's Talk Online Teaching	
Overview of Online Course Design and Delivery	Overview of Online Course Design and Delivery
Sharing a Revised Course	Sharing a Revised Course
The Dyslexic Student: Assisting At-Risk Populations with Technology	The Dyslexic Student: Assisting At-Risk Populations with Technology
Online Course Design	Online Course Design
The QM Experience	The QM Experience
Peer Reviewer Panel	Peer Reviewer Panel

The Gamification of Online Learning	The Gamification of Online Learning
ProctorU: Online Exam Proctoring	ProctorU: Online Exam Proctoring
Designing for Learner Interaction	Designing for Learner Interaction
Coffee and Course Design	
Making a Banner for Your Online Course	
Design a Home Page for Your Online Course	
Create a Welcome Message with Video for Your Online Course	
Personalizing Canvas - Profile, Notifications, and Apps to Your Online Course	
Summer Course Development Camp	
QM Checklist Overview	
New Canvas Interface	
Course and Unit/Module and Learning Objectives	
Course Mapping and Learning Cycle	
Banners for Your Online Course	
Accessible Syllabus	
Designing Your Home Pages	
Copyright in Online Courses	
Using the Discussion Tool in Canvas	
Getting Started Video: A/V Tips and Tricks	
Getting Started Module	
Learner Support	

Open Educational Resources	
Archiving Course/Importing/Exporting	
Video Captioning	
Recorded Webinars	
Rockin' Online with Great Course Design	
Improve Online Classroom Feedback	
How to Enhance the Impact of Feedback in My Online Course	
Other	
New Faculty Orientation	New Faculty Orientation
Open Labs	
Mid-Semester Check-Ins	

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 Comments

I like the speed we were going for the class. also I liked how it was organized.

I thought the discussion questions were good. Overall all of the assignments were good for this type of class.

This course has a lot of tools and opportunities to learn. There are many tools and a variety of learning applications. Maybe more group discussions on concepts.

I appreciate that the lectures are split into shorter videos. That makes searching for a specific topic easier than sorting through a full 1 hour video.

The ability to download and watch the course lectures asynchronously. I realize there are probably intellectual property concerns for other courses but being able to download the course content and videos for review (on multiple platform/OSs) is great

I like the lectures, they are very helpful. I like Dr.Paz enthusiasm and how much effort he took in preparing this online course.

I like having videos that I can rewatch to catch things I missed. I also like having simple quizzes to ensure that I picked up key parts of the videos.

The knowledge of the instructor and his ability to share that knowledge by explaining concepts and material in general.

The response from the instructor and the course material setup. The course seemed very organized and helped me understand what was due ahead of time. Since I worked while taking this course, this was very beneficial and helped me complete assignments on time.

The material is very interesting and I am learning more than I expected. I like the online experience and having the videos available at all times, while also being able to download them as needed.

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.

The instructor has made the course very entertaining and easy to complete as an online course.

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 [sic] a lot 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.

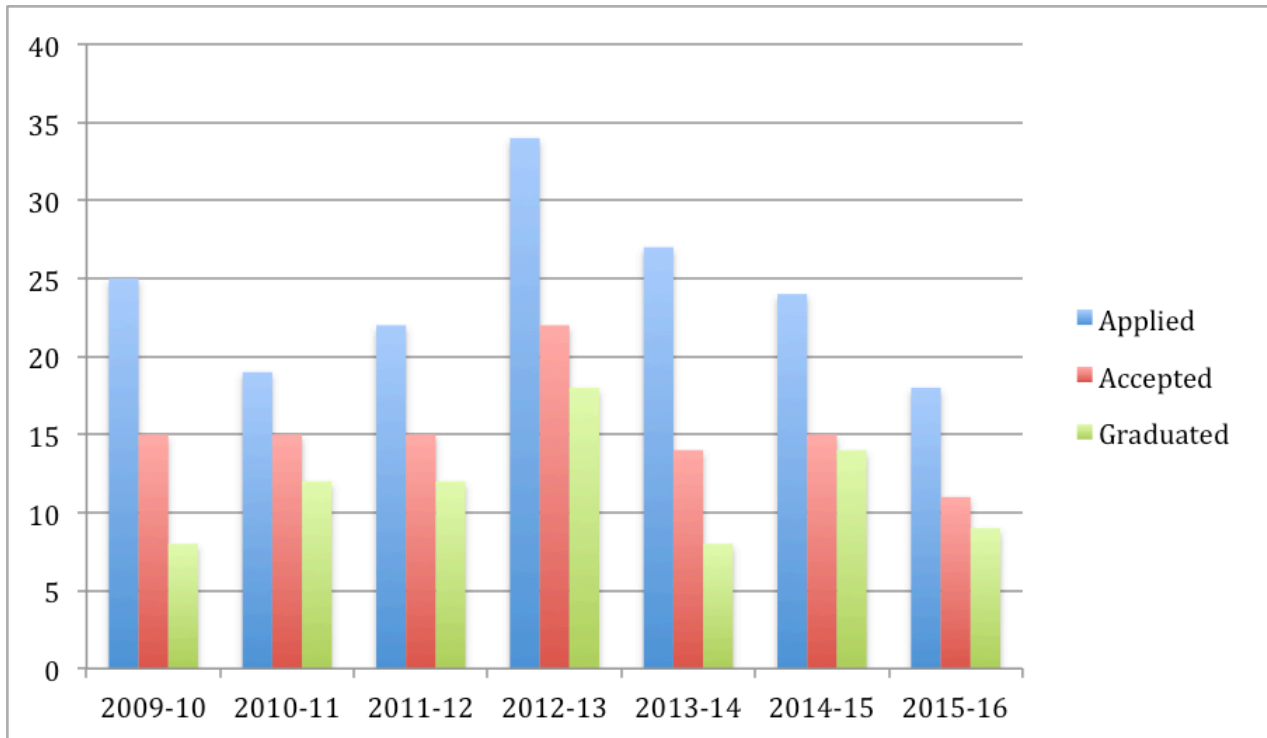
Appendix E
1Yr+ Fellowship Applicants

Applicants	Totals	A&S	ACES	BUS	EDUC	ENG	HSS	Other		Qualify
Cohort 1 (2009)	25	4	6	2	5	0	0	8		17
Cohort 2 (2010)	19	2	8	3	4	1	1	0		19
Cohort 3 (2011)	22	9	0	0	3	5	3	2		20
Cohort 4 (2012)	34	10	3	4	3	1	0	13		30
Cohort 5 (2013)	27	10	2	2	8	0	3	2		27
Cohort 6 (2014)	24	7	0	2	6	1	8	0		24
Cohort 7 (2015)	18	14	0	1	2	1	0	0		18
Totals	169	54	19	14	31	9	13	27		152
Accepted	Totals	A&S	ACES	BUS	EDUC	ENG	HSS	Other	Grads	Percent Complete
Cohort 1	15	2	2	2	3	3	3	0	8	53%
Cohort 2	15	2	4	3	3	1	2	0	12	80%
Cohort 3	15	6	2	0	3	1	2	1	12	80%
Cohort 4	22	10	2	4	2	2	2	0	18	77%
Cohort 5	14	4	2	2	3	1	1	1	8	33%
Cohort 6	15	3	0	1	4	1	6	0	14	93%
Cohort 7	11	5	0	2	2	2	0	0	9	81%
Totals	107	31	12	14	20	11	17	2	81	76%

Participated	Totals	A&S	ACES	BUS	EDUC	EE	HSS	OTHER	Grads	Percent of Total Participants
Prof.	24	10	3	5	4	0	2	0	19	15%

Assoc. Prof.	43	11	3	7	10	7	5	0	16	27%
Asst. Prof.	38	12	4	1	10	4	7	0	15	24%
Coll. Prof	3	2	0	0	0	0	0	0	1	2%
Coll. Asst. Prof.	5	2	1	1	0	0	1	0	4	3%
Coll. Inst.	9	3	0	2	2	1	1	0	3	6%
Adjunct	15	7	0	2	5	0	0	2	6	9%
Other	23	17	0	0	6	0	0	0	8	14%
Totals	160	59	11	16	37	10	16	2	72	100%

2009-2016 1Yr+ Fellowship



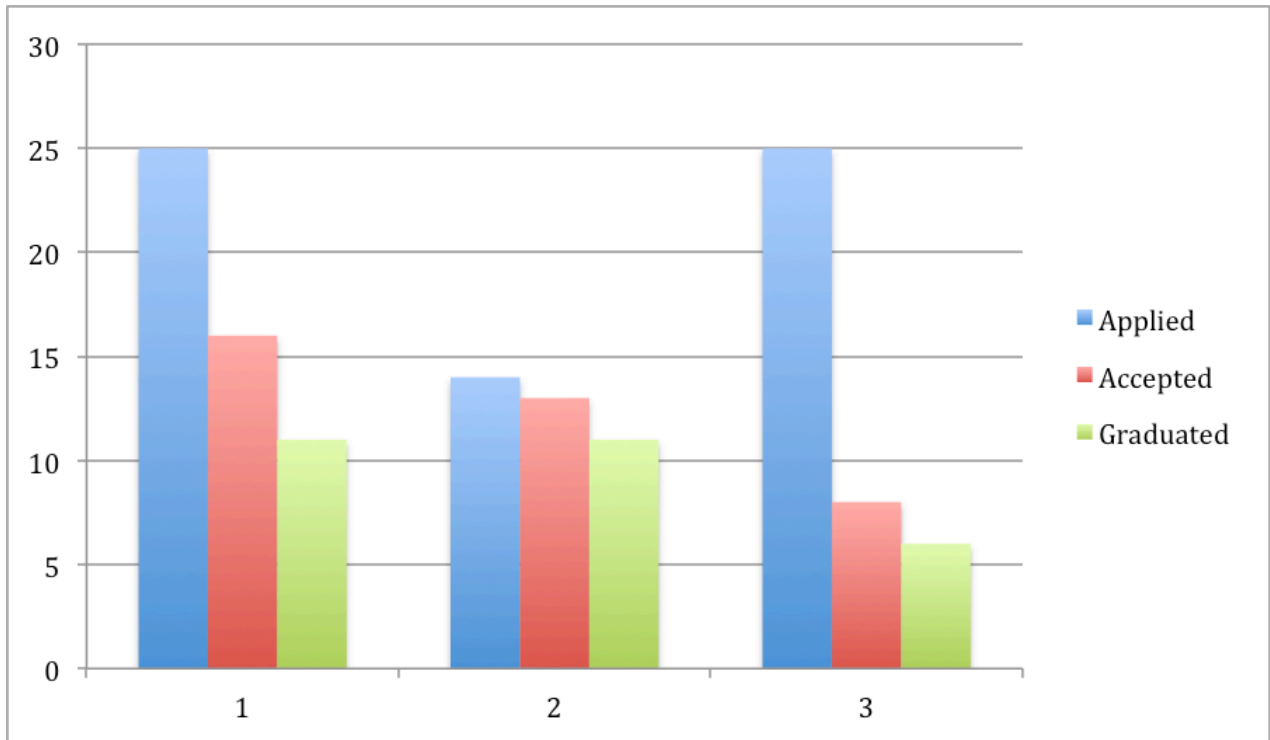
1Yr+ Fellowship Applied, Accepted, and Graduated 2009-2016

New2Online Applicants

Applicants	Totals	A&S	ACES	BUS	EDU	ENG	HSS	Other		Qualify
Cohort 1 (2013)	25	12	1	2	4	1	4	0		25
Cohort 2 (2014)	14	9	0	2	2	0	1	0		13
Cohort 3 (2015)	25	12	2	0	2	2	2	5		20
Totals	64	33	3	4	8	3	7	5		58
Accepted	Totals	A&S	ACES	BUS	EDU	ENG	HSS	Other	Grads	Percent Complete
Cohort 1 (2013)	16	7	1	2	3	1	2	0	11	69%
Cohort 2 (2014)	13	8	0	2	2	0	1	0	11	85%
Cohort 3 (2015)	8	4	1	0	1	1	0	0	6	75%
Totals	37	19	3	4	6	2	3	0	22	76%
Participants	Totals	A&S	ACES	BUS	EDU	ENG	HSS	Other	Accepted	Percent Total
Professor	6	4		1	1				5	15%
Assoc. Prof.	9	6	1		1	1			9	23%
Asst. Prof.	12	3		3	4	1	1		12	31%
Coll. Prof									0	0%
Coll. Asst. Prof.									0	0%

Coll. Inst.	4	3	1						4	10%
Adjunct	3	1		1					2	8%
Other	5	5							5	13%
Totals	39	22	2	5	6	2	1	0	37	100%

2013-2016 New2Online Program



New2Online Applied, Accepted, and Graduated 2013-2016

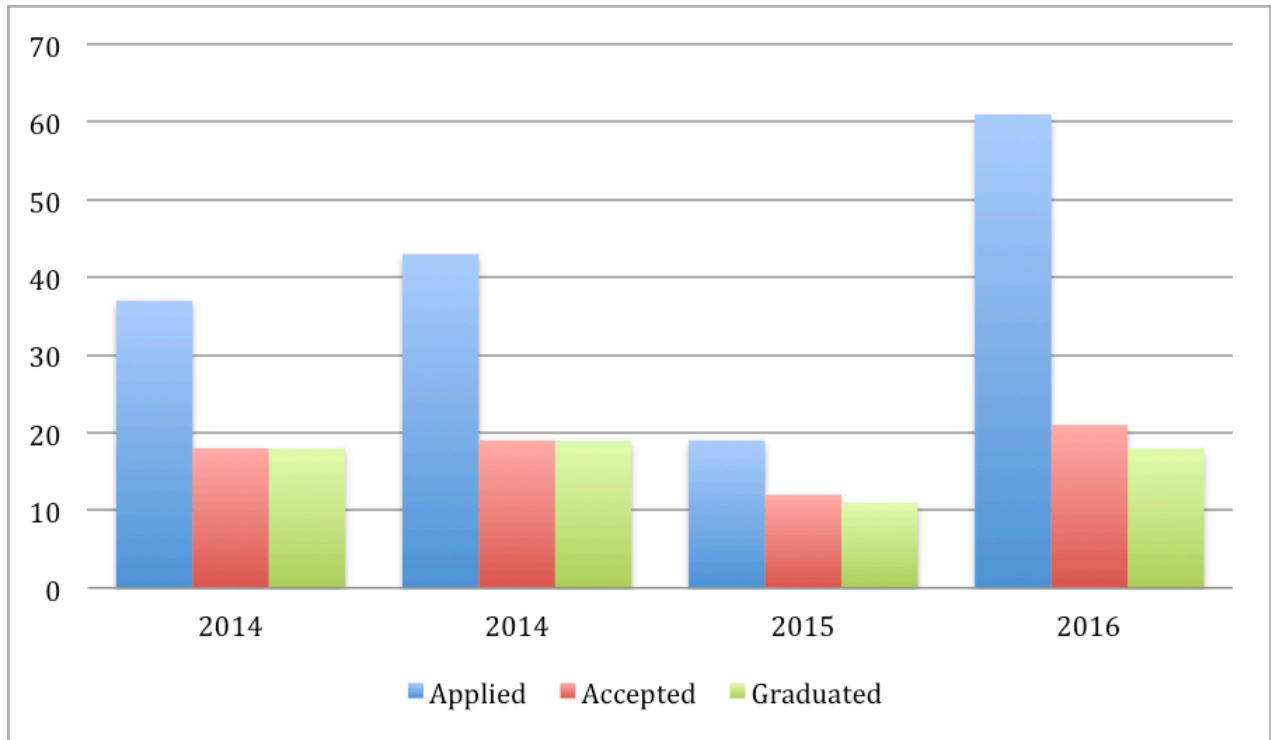
Summer Institute Applicants

Applicants	Total s	A&S	ACE S	BUS	EDU C	ENG	HSS	Oth er		Qualify
Cohort 1 (2014)	37	15	2	8	6	2	2	2		28

Cohort 2 (2014)	43	11	8	3	5	6	5	7		37
Cohort 3 (2015) (No solicitation)	19	6	0	8	5	0	0	0		19
Cohort 4 (2016)	52	17	0	4	16	6	6	12		45
Totals	151	49	10	23	32	14	13	21		129
Accepted	Total s	A&S	ACE S	BUS	EDU C	ENG	HSS	Oth er	Grad s	Percent Comple e
Cohort 1	18	8	0	4	6	0	0	0	18	100%
Cohort 2	19	5	2	1	4	4	3	0	19	100%
Cohort 3	12	3	0	6	3	0	0	0	11	92%
Cohort 4	19	4	0	4	5	0	5	1	18	95%
Totals	68	20	2	15	18	4	8	1	66	96%
Participated	Totals	A&S	ACES	BUS	EDU	ENG	HSS	Other	Grads (as of 7/15/ 16)	Percent of Total Participa nts
Professor	10	2		6		1		1	9	16%
Assoc. Prof.	15	5		3	3	1	3		14	23%
Asst. Prof.	18	6	1	1	8		2		18	27%
Coll. Prof	5	3			2				5	7%
Coll. Asst. Prof.	7	1		2	3		1		7	10%
Coll. Inst.	3			1			2		2	5%
Adjunct	4		1		1	1		1	4	6%

Other	4	2			1			1	4	6%
Totals	66	19	2	13	18	3	8	3	63	100%

Summer Institute



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Appendix F

Participant Feedback from Focus Group OCIP 2015-16 (1Yr+ and N2O Participants)

And for me it's – the tools that are available for doing as much as you want or as little as you want so it's nice to have things available and people available to help out and I wish I had – could dive in a lot more, so I can be further along but it is available and I think it's a good structure – very structured, so that helps me.

I'd say picking up on her point that I had a fairly negative perception of online teaching beforehand because all I'd ever done myself was be in a face-to-face class and be taught and it worked well for me so I thought that online I just wouldn't be able to connect with the students as well and I've learned that that's not actually the case. My perception has changed completely actually.

I think it helped my face-to-face too just with specifically like what needs to be in the syllabus and how do you lay ground rules that very clearly define the Quality Matters but not necessarily in face-to-face do we get that exposure.

I feel like I can experiment more and use new things and it kind of opens up more options for me I think. I have learned to be....you know.... I'm not afraid to make mistakes, I think, a little more. I was too narrow-minded previously.

I've taught online before but this has been so helpful because it made me aware of perhaps the problems that students have that I didn't even consider. And all the possibilities, all the technology that I can incorporate into the system to help the students I think it's fantastic and that really met my expectations.

I share. In our department, not many of us teach online but I do talk about it a lot because we can apply so much of what we've learned here in our traditional classes. And people keep asking, "how do you do this, how do you do that," you know "how does that help your students, even the traditional ones?" So I'm also constantly talking to people about the program.

The QM, the core subject, the learning outcomes, objectives of this unit and so on, I think that is very – is eye opening for me to learn to write in that way. And that has the right applications in our engineering ABET accreditation requirement, so that's good.