



Instructional Innovation & Quality

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Subject: OCIP Year 7 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 7th year (Y7), the program has made progress in meeting its overall goal of supporting improvement in the quality of online and blended courses.

Starting in FY17, the Online Course Improvement Program will be funded from the Course Delivery Fee. Many thanks to STAC for their loyal support from 2009-2016 (\$556,000).

The purpose of this report is to provide STAC an update on the impact and progress of OCIP. Both quantitative (data tracking) 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 (N2O) are helping faculty improve the quality of their courses and teaching in all contexts; 3) Revised and improved online/blended courses are having a positive impact on students and their learning.

Nine events were hosted in conjunction with the Teaching Academy such as Let's Talk Online Teaching events related to the formal/informal Quality Matters (QM)TM course reviews. Sixty-three events directly supported QM Standards. OCIP events and presentations as well as the online professional development training courses were thematically organized around the eight research-based QM 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 7 of 1 Yr + Fellows ran from July 13–August 25, 2015. 18 applications were submitted. 11 applicants were accepted. 2 applicants dropped the program within the first six months. 9 participants (82%) from Cohort 7 have completed the program to date.

The New2Online (N2O) Program saw its third 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 25 applicants for Cohort 3 with a final selection of 8 participants. 2 participants dropped the program. 6 people (75%) have completed the program for Cohort 3.

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 OCIP while others have presented OCIP workshops. 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 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 5,480. 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 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, 15 1Yr+ participants' courses have met the expectations of a Quality formal review. Thirteen 1Yr+ participants have become certified as QM peer reviewers and three have become master reviews.

Focus areas for OCIP Y7 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 web-conferencing; improved communication with the 1Yr+ Fellows including an orientation session, a mid-year focus group, and follow-up sessions such as Open Labs and mentor contact; leveraging the expertise of the 1Yr+ Fellows to build a peer-to-peer network of mentors for course reviews using the Quality Matters Rubric; developing 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, and the College of Health and Social Services to transition their face-to-face Masters of Social Work to a blended program by Fall 2107.

Faculty Feedback from Focus Group 2015-16 (Y7)

- 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 been 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 to 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.