	College of Extended Learning
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To: Shawna Arroyo, Manager Student Relations
From: Dr. Susan Bussmann, College of Extended Learning, OCIP Director
          Sandra Johnson, College of Extended Learning, OCIP Coordinator
Subject: OCIP Year 3 Executive Summary
Date: September 10, 2012

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). With the completion of OCIP's third year (Y3), the program has made progress in meeting its overall goal of supporting quality 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 Y3. 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 (1Y+) is 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.

The following OCIP registrations are based on 53 events held from Aug 1, 2011 through June 30, 2012. Although there was a decrease in overall attendance (312 (Y3), 378 (Y2), 178 (Y1), there was an increase in unique attendees both from the NMSU main campus (195 (Y3), 160 (Y2), 133 (Y1), branch campuses (66 (Y3), 63 (Y2), 30 (Y1) and other participants (51 (Y3), 63 (Y2), 15 (Y1). For 1Y+ Fellows there have been participants from all the six academic colleges. All levels of faculty (Prof., Assoc. Prof., Assist. Prof, etc.) attended OCIP professional development. This data indicates OCIP is of value to a wide audience of faculty members in all the main campus colleges as well as the branch campuses.

For OCIP's One Year Plus Fellowship (1Y+), a more in-depth 16-month professional development commitment, 22 qualified applicants applied as compared to 20 qualified applicants for Y2. Fifteen main campus faculty were selected to participate in Cohort 3. Three applicants dropped the program within the first two months. Twelve applicants

completed the program in May, 2012 from Cohort 3. Out of a total of 44 1Y+ Fellows, 31 (71%) have completed the program, 5 (11%) participants have partially complete the program and 8 (18%) participants have dropped out due to being over committed, health problems, or family emergencies.

As part of their commitment to the program, the 1 Y+ Fellows are now giving back to the faculty community through peer mentoring and professional development. Their activities help meet the program goals of fostering peer interaction encouraging best practices in online learning and fostering a culture of quality for online courses.

On average, an estimated 720 students take the 12 revised Y3 blended/online courses which depict an increase in student impact from Y2 with an estimated 625 students. This is an increase in student impact of 13%.

Feedback from the 1 Y+ Fellows indicates they are applying what they've learned to their other blended/online courses. When the numbers of students taking other blended/online courses taught by the 1Y+ Y2 Fellows are factored in, the number of students taking improved courses increases to approximately 1,500.

Focus Areas for OCIP Y3
- Migration to Canvas
- Improved communication both ways with the 1Y+ Fellows. We will continue to hold the orientation session, mid-year focus group, recognition breakfast, and follow-up sessions.
- Leverage the expertise of the 1Y+ Fellows to build a peer-to-peer network of mentors for course reviews using the Quality Matters Rubric.
- Continue to develop an internal framework to recognize course quality and obtain the support and approval of the Faculty Senate and Administration to brand courses with an NMSU seal of quality.
- Support faculty teaching blended courses by establishing a professional development opportunity for a "Blended Bootcamp"

Funding for Fiscal 2013

The long-term goal is to grow OCIP and the 1 Y+ Fellowship Program. In order to make progress in meeting this goal, a stable and adequate revenue source is needed and a strategic funding plan needs to be developed. Since STAC continues to co-fund the program, request for support will be submitted each year since a multi-year OCIP funding commitment cannot be supported by STAC.

Progress in securing adequate resources for faculty professional development is being made under the leadership of the Provost, Dr. Wendy Wilkins. Ensuring quality for all courses regardless of method of delivery is the primary mission of the Instructional Innovation and Quality unit, Teaching Academy, and OCIP/1Y+ Fellowship under the College of Extended Learning.

Sampling of 1Y+ Fellows Feedback

How has your thinking about teaching changed?
In general the group felt that they had a better insight as to how students learn online. There were mentions of wanting this program to be provided or even required for any faculty member that teaches online since the benefits of learning best practice would benefit everyone including students.

How has program changed your pedagogy?

- I am using outcomes instead of learning objectives which in itself caused me to rethink what I am teaching.

Sampling of Student Course Evaluation Feedback
- The teacher designed this course in a way that is very helpful, easy to use, and exciting!

How clear were the course requirements in terms of what you were expected to learn in the course?
- Does at great job at communicating what is expected

Availability of the instructor

- The instructor does answer questions in a timely manner and is very good about explaining anything the student needs to know

Would you recommend this course to others? 85% responded "Yes".
- "Over all this was a great class to take and learn from I'm glad I was able to take this class online"