



College of Extended Learning

P.O. Box 30001
MSC 3CEL
Las Cruces, NM 88003-8001
<http://reta.nmsu.edu>
Phone: 800-821-1574/Fax: 575-646-2004
Email: reta@nmsu.edu

To: Shawna Arroyo, Manager Student Relations
From: Dr. Susan Bussmann, College of Extended Learning, OCIP Director
Subject: OCIP Year 3 Report
Date: July 10, 2013

The College of Extended Learning (CEL) respectfully submits the following Year Three Report for the Online Course Improvement Program (OCIP) and the One Year Plus (1Y+) Fellows Professional Development Program.

- 1. How many faculty (names, department, and course) participated in the OCIP program?** The following OCIP registrations are based on 53 events held from Aug 1, 2010 through June 30, 2011. The names, departments, and courses for the One Year Plus (1Y+) Fellows are listed in the responses to Questions 3 & 4 below. The data is broken into two segments due to the implementation of the Training Management System in January, 2012.

Attendance by Job Titles

Job Titles	Total in Attendance
Academic Department Head	7 (2%)
Associate Professor	67 (21%)
Assistant Professor	44 (13%)
College Associate Professor	12 (4%)
College Assistant Professor	20 (6%)
College Full Professor	29 (9%)
College Instructor	3 (3%)
College Faculty	18 (5%)

Graduate TA/Students	23 (7%)
Staff	69 (22%)
Other	20 (8%)
Total	312

(Due to the implementation of the Training Management System in January, there are two different charts depicting events from Aug-Dec and Jan-May.)

Aug-Dec, 2011

Job Title	# Times Attended Event	Distinct Attendees	Total Attended Hours
Academic Dept Head	2	1	7
Adjunct Faculty	7	5	64
Assoc Professor	34	21	209
Asst Professor	20	16	130.5
College Assoc Professor	1	1	50
College Asst Professor	12	8	76
College Full Professor	3	3	4.5
College Instructor	3	3	10
Friend	6	4	21
Full Professor	14	11	126.5
Grad Student	10	9	18
Other Faculty	3	2	8

Post Doctoral	2	2	4.5
Staff	26	20	66.5
Total	143	106	795.5

Jan-May, 2012

Job Title	# Times Attended Event	Distinct Attendees	Total Attendance Hours
Acad Dept Head	5	4	11
Assc Prof	33	18	58
Asst Prof	24	17	49
College Assc Prof	11	3	13
College Asst Prof	8	3	15
College Faculty (Temp)	15	11	23
Graduate TA I	8	8	13
Instructor	4	4	8
Professor	12	9	23
Student Aide	5	2	8
Other	50	34	124
Total	175	113	345

Attendance by Campus

Attendance by Campus	Total
NMSU Main Campus Registrations	195 (63%)
NMSU Community Colleges Registrations	66 (21%)
Other Registrations	51 (16%)
Total	312

Attendance by Campus or Site

(Due to the implementation of the Training Management System in January, there are two different charts depicting events from Aug-Dec and Jan-May.)

Aug-Dec, 2011

Campus or Site	Total Attendance	Distinct Attendance	Total Hours
Administration	20	13	42.5
Agricultural, Consumer & Environmental Sciences, College of	15	12	77
Arts & Sciences, College of	31	25	306
Business, College of	8	6	12
Dona Ana Community College	26	20	65.5
Education, College of	11	11	71

Engineering, College of	3	2	8.5
Health & Social Services, College of	19	9	40.5
Library	7	5	15
Remote NMSU Campuses	1	1	1
Total	141	104	639

Jan-May, 2012

Campus or Site	Total Attendance	Distinct Attendance	Total Hours
Agriculture and Home Econ College	15	7	56
ALCC Alamogordo CC	2	1	2
Arts and Sciences College	40	22	25
Business College	8	7	3
CACC Carlsbad CC	10	6	5
Cooperative Extension Service	2	1	19
DACC Dona Ana CC	26	23	10
Education College	7	7	8
Engineering College	8	3	62

Exec Vice President and Provost	18	10	38
Facilities and Services	2	2	11
GRCC Grants CC	1	1	2
Health and Social Services College	19	11	17
Library	4	3	8
Planning and Info Tech VP Office	2	2	4
Root	1	1	0
Senior VP for Admin and Finance	4	2	17
Student Affairs & Enroll Management	1	1	1
Univ Advancement VP Office	1	1	8
Total	171	111	296

Online Course Improvement Program Events

(Due to the implementation of the Training Management System in January, there are two different charts depicting events from Aug-Dec and Jan-May.)

2011-2012 Events	Number
OCIP Blended Webinars/Workshops	6
Let's Talk Online Teaching	6
1 Y+ Events (Specific to OCIP participants)	4
Other Webinars	10
Open Lab	6

Other Workshops	5
*Canvas Workshops	12
*Canvas Webinars	4
Total Events	53

* Not included in charts below.

Aug-Dec, 2012

Event	Count	Attendance Hours
Getting Started Module- Aligning to the Quality Matters Rubric	10	15
Getting Started Modules: Aligning to the Quality Matters Rubric	2	4
iPad - Apps for Education and Productivity	18	63
iPad Basics	27	94.5
Lesson Builder w SoftChalk	6	18
Lesson Builder with SoftChalk	6	18
Let's Talk Online Teaching - Learning Objectives	13	13
Let's Talk Online Teaching - Getting Started	11	11
Let's Talk Online Teaching - Online Assessment	4	4
One Year Plus Fellowship	7	7

One Year Plus Fellowship	10	500
Online Assessment Options and Strategies	13	26
Lesson Builder w SoftChalk	1	3
Using GoogleDocs for Content	11	11
Webinar - Learning Objectives and the Blackboard Goals Tool	4	8
Total	143	795.5

Jan-May, 2012

Event	Total Count	Attendance Hours
Assessment and Feedback in Canvas	21	31.5
Collaboration and Interactions with Canvas	22	33
Cool Tools in Canvas	28	42
Educause - West/Southwest Online Regional Conference	12	88.5
iPad 2 - The Basics	16	56
Jossey Bass Webinar - Engaging Online Learn	8	12
Jossey Bass Webinar - Moving Day: Tasks and Tools to Get Your Content Online	6	9

Jossey Bass Webinar - Strategies and Tools for Assessing the Online Learner	1	1.5
Jossey Bass Webinar - Tools that Manage Your Workload	3	4.5
Let's Talk Online Teaching - Assessment and Feedback	11	11
Let's Talk Online Teaching - Collaboration & Interactions with Canvas	21	21
Let's Talk Online Teaching - Tools That Work for You	14	14
OCIP: Welcome Back	6	21
Total	169	345

2. What resources did they used to have before versus now (book rental, online materials only, etc)? this information is collected in the 1Y+ Fellows application form. Plus, they agree to work on reducing the cost of the supplies & materials for the course. Some examples of changes in the cost of course supplies and materials was reported by the OCIP fellows as follows:

“I added some .pdfs, I send people to websites, & added you tube assignments. However, I am still using a textbook (rather than textbooks) at this point due to the nature of the course, but will try to phase it out over the next year or so. To save costs, students are also being advised about e-textbooks, though many still do not have an electronic version. I have a problem with e-textbooks because they are just “rented” essentially and for graduate work I think this is just wrong in a core course. I think it is just wrong to rent the books and give them back for the huge amount of money students pay for the rental – this is a bigger con than purchasing the paper version of the book. At least with the paper version, they can re-sell it or keep it.”

“OCIP has helped me to organize my class in such a way that the use of new media for group discussions, lectures, and individual homework has helped reduce cost. Gone are the days of teacher-textbook-student interactions. I either supplement with new media or make greater use of .pdfs.”

“I wasn’t able to make significant changes to my course costs as it’s a lit course in which students must read 6-7 novels (usually <\$10 each) and view 2 films. I do recommend Netflix, etc for film rental and send out links to where they can purchase them at the lowest rate.”

“The class helped me to reduce costs by adding pdfs, doing lectures through video and the use of social media, and by seeking out scholarly articles available online for my student to read.”

“I am now using 3 books instead of the usual 5-7 books I have used for this class previously (doc level). Am using pdf’s , websites as part of module unit learning.”

3. Did any of the faculty receive feedback from students on the difference/what feedback have you received from the faculty? As of July 10, 2013, 73 Course Evaluations have been submitted for the following Cohort 3 courses. See Appendix A.

Course Name	Response Count
BIL 616 Acquiring Emancipatory Discourses	15
CJ 454 Human Trafficking	9
CJ 521 Law and Social Control	0
COMM 265 Principles of Human Communication	5
EDUC 515 Multicultural Education	18
Eng 328V Literature of Science Fiction and Fantasy	0
ENGL394v Southwest Literature	0
IE 590 Multivariate Statistical Analysis	0
IE 590 Transportation and Routing in Logistics	0
MPH 540 Health Services Systems	7
NUR 505 Advanced Nursing	4
PSY 340 Cognitive Psychology	0
SOC 448 Alt Genders and Sexualities	7
SPAN 461/561 - Spanish Phonetics	5
SPAN 590 Chicano Pop Culture	1

4. How many students were enrolled in the classes that participated in program? The student enrollment data is based on the available data for the 1 Y+ Fellows' courses for Cohort 3. In terms of primary impact, the estimated number of students enrolled in the 12 courses under revision is 720. In terms of secondary impact, the estimated number of students enrolled in the online courses taught by the 1 Y+ Fellows is 1,500. Secondary impact means students taking the other online courses that 1Y+ Fellows will improve due to what they have learned about online course design and the Quality Matters Rubric.

# Students	First Name	Last Name	Depart	Course # and Title
30	Marija	Dimitrijevic	CJ	CJ 454 Human Trafficking
25	Mary	Hoke	HSS	NUR 505 The Theoretical Foundations of Advanced Nursing
20	Melody	Jonet	WS	SOC 448 Alt Genders and Sexualities
15	Alla	Kammerdiner	ENG	IE 590 Multivariate Statistical Analysis
25	Krista	Kozel	DACC	COMM 265 Principles of Human Communication
65	Deborah	LaPorte	ENG	ENGL394v Southwest Literature
15	Miguel	Licona	C & I	EDUC 515 Multicultural Education
30	Justin	MacDonald	PSY	PSY 340 Cognitive Psychology
20	Maria	Mercado	C & I	BIL 616 Acquiring Emancipatory Discourses
20	Lori	Ortiz-Gallegos	CJ	CJ 521 Law and Social Control

35	Mark	Waltermire	SPAN	SPAN 461/561 - Spanish Phonetics
60	Susan	Wilson	HSS	MPH 540 Health Services Systems: Admin and Organization NUR 505 The Theoretical Foundations of Nursing
360 per Semester 720 per Year	Total Number of Primary Students			

5. How is recruitment going? What faculty applied for the Fall 2010 & Fall 2011 semesters? Recruitment for cohort 3 of 1 Year + Fellows ran from June 15–August 27, 2011. Twenty two applications were submitted for Fall 2011. Fifteen applicants were accepted. For Fall 2011, out of 22 applications submitted, 20 applicants qualify for 1Y+. 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 May, 2012 from Cohort III. Additional inquiries were received from people who don't qualify for the program. See Appendix B.

6. Who are your partners for this program (e.g. teaching academy)? The partners for the Online Course Improvement Program include the College of Extended Learning, the Student Technology Advisory Committee and the Associated Students of New Mexico State University, the Regional Educational Technology Assistance Program, the Teaching Academy, NMSU Library, and Information Communication Technologies. OCIP/1Y+ faculty participants also provided peer support for the program and each other.

7. What were some things that you learned this year that you would like to improve on for next year? See Appendix C for participant feedback.

- Migration to Canvas has in itself improved online teaching and learning with its embedded multimedia tools- collaborative workspace, groups, podcasts, and video. Open labs were well attended and needed. Will continue to provided assistance during open lab sessions.
- 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.

- Continue to build a process to leverage the expertise of the 1Y+ Fellows to build a peer-to-peer network of mentors and engage them in informal and formal 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 to brand courses with an NMSU seal of quality.
- Continue to align the OCIP professional development events around monthly themes that align with the 1 Y+ professional development course and the Quality Matters Rubric Standards.
- Improve OCIP outreach efforts to the main campus departments through flyers, meetings with DE directors, HotLine, Faculty HotLine, and listservs.

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 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 three-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 Technology Assisted and Off-Site (TAOS) unit.

OCIP Y3 STAC Budget

Master ICT Budget 2011-2012		
Salaries		
Project Coordinator (.50 FTE)		\$27,909
OCIP Faculty Supplemental Compensation		\$40,000
Subtotal		\$67,909
Benefits		
Project Coordinator	32%	\$8,931
OCIP Faculty Supplemental Compensation	18%	\$7,450
Subtotal		\$16,381
Purchased Services		
SoftChalk License Renewal (70%)		\$4,960
	Total	\$89,250

OCIP Y3 CEL Matching Budget

Master CELBudget		
Salaries		Cost
Program Administrator (.30 FTE)		\$23,700
3 Project Coordinators (.60 FTE)		\$32,523
Web, Tech & Admin Support (.15 FTE)		\$6,100
Subtotal		\$62,323
Benefits		
Program Administrator	32%	\$7,584
Project Coordinators	32%	\$10,407

Web, Tech & Admin Support	32%	\$1,952
Subtotal		\$18,096
Subtotal		\$82,266
Materials and Supplies		
Office supplies		\$364
Nonoffice Supplies		\$1,000
Food		\$800
Subtotal		\$2,164
Services		
Quality Matters Membership & Certification		\$1,850
Adobe Connect Room		\$150
Online Conference Fees		\$500
Brochures		\$300
Softchalk License Renewal (30%)		\$2,020
Subtotal		\$4,820
	Total	\$89,250

Appendix A

Highlights of Course Evaluations for 1 Y+ Fellows-Student Comments

My experience with the OCIP program was more than positive. I have learned new methods to engage my students in the discussions, learned how to organize learning modules to fit students, use learning objectives to measure learning, etc. The OCIP team was very helpful and answered all questions quickly. I appreciate that.

I found the program to be a critical part of my development as an online instructor. This program should be required for anyone wanting to teach an online course at NMSU.

Participated	Totals	A&S	ACES	BUS	EDUC	ENG	HSS	Grads.	
Prof.	6	3	1	1			1	2	
Assoc. Prof.	13	1	1	2	4	1	1	13	
Asst. Prof.	11	1	1		2	1		8	
Coll. Prof	1	1						2	
Coll. Asst. Prof.	6	2	1	1				4	
Coll. Inst.	4	1	1		1			1	
Adjunct	3	2	1		1			2	
Totals	44	10	6	4	8	2	2	32	

Appendix C

Focus Group OCIP Cohort 3

Hello, I am Kerry Forsythe the facilitator for this focus group for Cohort 3. Today's date is Friday, January 20, 2012. This focus group conversation is being recorded and conducted in a blended format of face-to-face and online environments via Adobe Connect .

The participants in today's focus group for Cohort 3 are half-way through the One Year plus Fellowship Program (1Y+) and their online professional development course.

First of all, I would like to welcome everyone and thank you for being here. I am going to ask a series of 7 questions (hand out questions also loaded in a Connect file pod) to guide our discussion or conversation. This process should last from 30-60 minutes. This is not a test with right or wrong answers. Instead, the OCIP team is seeking your opinions, reflections, ah-has!, and constructive feedback on your 1Y+ experience. So please share and respond to each other's ideas letting us know what's working or not and what kind of impact your experience is having or not.

Before we begin there are a few ground rules. First, we'll go around and have everyone state their first name and department.

For the other questions, you do not need to speak in a certain order. However, stay on topic; please do not interrupt when another person is speaking; and respect each other's ideas. Since this is a blended session we'll have to remember to include our online participants. So at times I might redirect our attention so our online participants can respond, ask for further clarification on responses or step in or referee if too many people are talking at once.

Are there any questions thus far? Let's start by going around and please state your first name and department.

Let's begin.

What is your first name and department?

Maria-C&I, Mary -Nursing, Miguel -C&I, Deborah-English, Lori -CJ Krista -DACC

What are the strengths of the program?

Integrating of the QM rubric in the PD course

Warmth enthusiasm of the OCIP team very available and helpful

Self-selection of PD?

That the PD course is available, even though intends to make changes and improve online course, now forced to do it

I agree gives you space to improve your course. Gives you structure and context to do this.

Other strength is the initial evaluation of your course

Multiple opps to do stuff f-2-f and online - Hard to say didn't have the opp to participate

You are experiencing online as the student

And modeling tools, the use of Connect today, showing how dealing with tech challenges
I was made to do things that seemed scary, but assistance was available. Now use new tools all
the time (Screencast-o-matic)
Community OCIP is building free to ask for help esp great since she is at a distance
Agree with community comment and mentoring has been great
Opportunity to see online learning from the perspective of student
Webinars very helpful and practical
Free to ask for help-they are so available
Appreciate the mentoring aspect
Seeing your course from a reviewer aspect is very helpful- we get to see what students see

What are the weaknesses of the program?

Initially overwhelmed by the redundancies of the online course were distracting
Adapting of previous course -seems like two courses going on at the same time
Not always clear what to do and where to submit assignments
Initial f-2-f gathering good but need greater facilitation
More community building to increase networking and trust
Course evaluation component beginning PD course suggest provide a good model course and
not so good a course, instead of having to ask someone you don't know to review
Change up Organization of the course starting with so much focus on the learning objectives put
her off at first, suggests easing into the course with other things and spend more time building
community, warming up, etc.
Spend a lot at the beginning getting everything ready to roll
Course format needs to be more consistent so less confusing to participants, who end up
wasting time
Course format for assignments has some differences in different areas
Google docs webinar was confusing-rapid presentation and I could not keep up
Faculty could sign up in the spring so they could be ready for the fall
Timing of the fellowship with Canvas is strength and a weakness

What are your recommendations for improving the program?

Overview of workshops early on so we can pick which ones we know which one fits
Everyone is here all day (OCIP team) but I did not know that until late in the training
Tech 101 for those of us that need it

Have you shared your experiences with your colleagues?

A little

Not directly but I have shared with another faculty member about Quality Matters. I think I will be able to help my whole school now that I know about this

I do not have time

I have shared with my GA's so they are seeing what I do so they are mimicking the process. I am also making improvements in all my courses not just the one I revised for this program.

I would echo that- I am doing this in all my courses so it definitely is showing in all my courses

I have people in my life here-friends, family, peers- that I have shared with

Have you made any changes in your teaching to date due to the Yr +1 Program?

Yes- all my courses are being improved

Using my development course to practice for my real courses- Applying across the board what I am learning. I am using Outcomes instead of Learning Objectives. Using the pedagogical information of what I what I have learned here to what I want my students to know and learn to what I test them on.

Realigning my courses for next semester- especially the orientation for standard 1

My online courses will never be the same!

What are the aHa moments you've experienced?

Student insight for me showed me how challenging it can be for students. I have more detail and am nicer since I know how it feels-being in that position.

Objectives started me getting to think about my past evaluations. I used to think the student did not try hard enough., I now include a screencast or directions that really explain instead of thinking that the student was to blame.

I need to pay attention to details!

A start here is so simple and so helpful for students

I really took a look at alignment and made my course better

Mentors were so helpful with course design and assistance

Things that were obvious to me were not obvious to my students. I have to pay attention to what students say.

Remembering to think about the technological literacy required for students and how instructors need to have these skills. This is challenging for everybody.

What additional feedback do you have?

Nice to have the expertise among the group-the team was wonderful and so helpful. I learned so much!

Plethora of resources if you are resistant to something like rubrics you were able to practice and align to what you were to doing to what we were learning

Rubrics really work to help the alignment process. If we don't have the skills maybe give us a list or template that lists these tools or strategies so if we are proficient in an area we could move on and if we needed the skill or strategy we could go and learn something.

Different faculty members from different departments different ideas and methods. I appreciated the diversity and how this was encouraged and promoted in this program.

Appreciate the help and insight

Hands on exploring of new tools was extremely valuable.