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From: Dr. Susan Bussmann, Director of Instructional Innovation and Quality  
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Subject: OCIP Year 8 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 8th year (Y8), the program has made progress in meeting its overall goal of supporting improvement in the quality of online and blended courses.

The purpose of this report is to provide STAC 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 (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.

Four events were hosted in conjunction with the Teaching Academy. The Let’s Talk Online Teaching events relate to the formal/informal Quality Matters (QM)™ course reviews and fifty-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 8 of 1 Yr + Fellows ran from July 13–August 22, 2016. Nineteen applications were submitted with eleven applicants being accepted. One applicant dropped the program within the first two weeks (not counted in percentage of completion), and one applicant dropped 6 months into the program. Nine participants (90%) from Cohort 8 have completed the program.

The New2Online (N2O) Program saw its fourth 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 thirteen applicants for Cohort 4 with a final selection of eleven participants. Two participants dropped the program. Eight participants (72%) have completed the program for Cohort 4.

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 at the Let’s Talk Online Teaching events for OCIP while others have agreed to serve on the OCIP Advisory Board. 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 2016-2017 is 878 assuming each instructor teaches three 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 6,358. 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 the online components of these courses promote learner engagement and provide students with tools and information they need to be successful learners. To date, twenty 1Yr+ participants’ courses have met the expectations of a Quality formal review. Sixteen 1Yr+ participants have become certified as QM peer reviewers and four have become master reviews.

Focus areas for OCIP Y8 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, a Holiday Check-In, Open Labs, and mentor contact. The programs also leverage the expertise of the 1Yr+ Fellows by building a peer-to-peer network of mentors for course reviews using the Quality Matters Rubric.
A 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 a *Online Course Developers Handbook* that provides models, templates, and guides. Additionally, OCIP has partnered with the College of Business and Engineering to assist faculty developing the courses for their online degree programs, and the College of Health and Social Services to transition their face-to-face Masters of Social Work to a blended program which begins this Fall (2017).

Starting in FY18, the Online Course Improvement Program will be combining the New2Online and the One-Year-Plus Fellowship programs and beginning the Course Development Institute (CDI). This is an initiative to be able to mentor and support a larger number of faculty members who are trying to get their courses online and may only be able to commit to one semester of development.

**Faculty Feedback from Focus Group 2016-17 (Y8)**

- I’m learning how to apply it to be able to meet the goals of the program that I’ve been enrolled in.

- It’s exceeded my expectation. I wanted a framework, a structure, on how to build an online course, because I’ve just winged it up to now. And this course is actually doing just that.

- But sometimes we’re less literate in this than the students are, because they’ve been exposed to this in numerous ways.

- It’s definitely changed the way that I think because, having to navigate this technology myself, I’m experiencing the anxiety that they experience and so I’m a whole lot more kind...and I’m also kind in the sense that I’m willing to try to reach them where they are versus bring them where I am.