

Online Task Force Strategic Initiative Proposals

January 24, 2017

SJVC Online Quantified Vision Statement

San Joaquin Valley College will increase access to its quality career education programs to students who, due to location or circumstances, are best served through online courses and programs. The College will aggressively pursue continuous improvement in student outcomes for its online programs, achieving a 50% graduation rate and 70% placement for the period January through June 2018.

Proposal 1: Restrict Recruiting Resources by State (Joseph)

The College will discontinue advertising in states with a valid graduation rate measure less than 35%, and mitigate the negative impact on starts by redistributing marketing resources to regions with better student outcomes.

	2013-2014 Starts		Grad Rate	Current Census	
GA	60	5%	33%	17	4%
OH	34	3%	32%	15	3%
FL	51	4%	31%	8	2%
AR	24	2%	29%	0	0%
VA	24	2%	25%	4	1%
MS	35	3%	23%	7	1%
LA	19	1%	21%	6	1%
TOTAL	247	19%	29%	57	12%

If the proposed initiative were in place for 2013-2014, and considering the targeted reduction only (disregard expected increase in starts in other states), the graduation rate would have improved three points, from 42% to 45%.

The goal of resource redistribution would be to make up at least half of the lost starts, resulting in no more than a 10% decline in starts (all things else being equal), with a lesser impact on census given relatively higher retention.

Proposal 2: NSO Success as Admissions Requirement (Alyssa)

New Student Orientation will be used as an admissions tool to identify applicants best suited for Online. Students who do not successfully complete NSO within the designated standard will either:

- a) not move forward and will be transferred to the following module's NSO for a second opportunity, or
- b) Be counselled and required to go back into Orientation to improve their score and demonstrate understanding

Students who do not meet the standard after the second attempt will be denied admission to the College. This will result in a 1-2% increase in first module student success.

As an alternative to the current definition of NSO success, all pieces of NSO could be graded and students would be required to complete NSO with a passing grade. This could result in *hopefully more than* a 1-2% increase in first module student success.

Proposal 3: New Onboarding Process with Phone and Bomgar (Sherry)

In order to improve Online graduation rate, the Student Services team will formalize their initial Welcome/Walk to Class call process with specific tasks requiring a voice to voice conversation and Bomgar session with each new student.

This proposal has the potential to deliver the specific outcomes because of the structured design of the initial welcome call to new online students. Currently each new student receives a slightly different version of the welcome call, all aimed to hit the main points. Not all students have the same 'walk to class' experience. New students come in with a varying degree of prior online and college experience.

This design will give each new student the ability to have a subject matter expert walk them through their credentialing sign-in, test their email, demonstrate how to complete each assignment, review important academic policies attendance and SAP. This call will set up even the most novice of students with clear expectations and navigation directions to successfully get through their e-courses.

Proposal 4: Leverage Publishers to Improve Online Learning Model (Ash)

To achieve a 50% grad rate, and 70% placement rate by July 2018, I propose connecting with publishers to identify the different models of online learning that they have created. Through a comparative analysis, we should be able to identify whether or not there are dramatically different online learning models that are used within the industry, or identify some of the different nuances that publishers utilize.

The outcome of this initiative would be a clear understanding of industry-wide best practices for online learning so that we can make informed decisions about potential best practices (live lecture, role of the instructor, etc.) that will bring value to our online classroom. Once the comparative analysis is complete, change initiatives can be created and executed based off of the findings.

Proposal 5: eCourse Shopper (Carole)

To increase retention outcomes, best practices will be developed for course design, student services and faculty and student engagement. An expert mystery shopper will be contracted to go through admissions, NSO and a minimum of 3 courses and provide an analysis and recommended best practices. Best practices will be implemented by June 2017. Success will be measure by an increase in course pass rates to 80% by July 2018.

Milestones:

1. Hire course consultant

2. Implement suggested improvements.
3. Analyze outcomes over 3 modules looking for increased faculty-student engagement and improvement in course completion rates.

Resource investment: \$4,000

Proposal 6: Online Readiness Survey (Carole)

Find or develop a survey instrument that shows a correlation of $\pm .5$ or more with Retention First Module. Determine a cut score on the survey for enrollment to increase Retention First Module. Survey to be implemented by March 2017.

Milestones:

1. Develop and require all campuses to use the survey with all students who will be taking online courses at or around the time of their Online Orientation.
2. Collect 3 Modules of data and calculate correlations.
3. Make edits to the survey as needed.
4. Collect 3 more Modules of data and calculate correlations to determine survey cut score.

Proposal 7: Faculty Engagement with Students (Carole)

To increase student success, revise faculty expectations in potentially impactful areas while reducing requirements in areas showing no impact by March 2017.

Milestones:

1. Communicate revised faculty expectations. (already started)
2. Collect outcome data for 3 modules looking for increased student outcomes.
3. Revise faculty expectations as needed and communicate revisions.

Proposal 8: MA Linear Online Program Model (Carole)

Revise current single matrix to a linear matrix for the Online Division to increase First Mod Retention and subsequent graduation rate by January 2017.

Milestones:

1. Develop and implement linear model for January module. (already started)
2. Revise any learning content for courses
3. Analyze retention data for 3 modules to assess effectiveness and make improvements.

Proposal 9: Presentation4Points (P4P) (Carole)

Convert the multi-media presentations into P4Ps by inserting "Check for Understanding" questions into the presentations to increase student engagement through multi-media quizzing. Student engagement

score will be assessed. Beginning with December 2016 module (already started) and revising all courses by January 2017 module.

Milestones:

1. Convert current presentations to Presentations 4 Points model
2. Collect student engagement data to determine effectiveness of revisions in learning the material and improving grades.

Proposal 10: MA-NCCT Alignment (Carole)

Revise current MA courses by leveraging mapped NCCT study questions by June 2017 to increase placement through successful certification.

Milestones:

1. Leverage the P4P concept along with the identified need to streamline and lighten the homework load on students, migrate applicable Reading Companion questions into the Presentations (as P4P's) and replace the Reading Companions with "Cert Check" questions aligned with the unfolding of the CLO's in the units.
2. Replace didactic homework assignments with 'elaborate on...' a subset of practice questions identified as being analytic, and offering critical thinking opportunities.
3. Complete product branding to roll up these study tools into a "Study Pak" mapped to the areas of expertise identified on the NCCT website.
4. Analyze results in course completion rates and certification pass rates.

Proposal 11: Badges- Gamification (Carole)

Research utilizing badges through D2L to increase retention by March 2017.

Milestones:

1. Identify a portfolio of badges for each program and develop an implementation plan. Specific badges might include such things as attendance, GPA, typing speed, CPR, HIPPA and programmatic certifications
2. Create, identify owners and deploy badges
3. Compare compliance statistics before and after implementation to assess improvement.

Resource investment: possible add on from D2L