

HBCU CASE STUDY: An Online Learning Initiative



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Objectives

- This presentation describes the organization, policy development, strategic initiatives, implementation, and assessment associated with establishing online learning at an urban, Land-grant, historically black university. We will showcase how a partnership with QM provided structure and a best practices model. The case will describe a four year strategic approach whereby online learning grew in a measured fashion through a collaborative approach among faculty, administrators and external partners. We will reflect upon challenges, successes, and sustainability.

Take-Aways

- Attendees will be able to immediately scope out action steps to perform a needs analysis, gap analysis, content analysis, and survey design to gather representative information.
- Attendees will learn how to conceptualize an action plan to correlate and map data to assess need, impact and outcome.

Poll

Question: How many people currently collect and analyze data associated with professional development?

- A.** Collect
- B.** Collect and analyze
- C.** Collect, analyze and use data to inform decisions about future action



The Importance of Data

- The utility and benefit of using data analytics have not been fully realized in Higher Education
- Start Simple – Think Big
- Be ready to make an investment and a commitment to data collection



ANALYTICS



**Strategic
Question(s)**



**Data
Analysis
and
Prediction**



**Insight and
Action**



Case Study: The University of the District of Columbia



Demographics

- **Students** 5,355
 - 59% Female
 - 55% Part-time
 - 12% Graduate/Professional
 - FTE:3638
 - Average age of Students – 30
 - Average age of First-time in college – 23
 - 56% Non-traditional
 - 15% International
- **Faculty** 218 FT * 37 FT Visiting * 200 Adjunct

Case Description

- Center 2009
- University-wide Committee
- Smaller Research group
- **Questions:**
 - What have we been doing?
 - How well have we been doing it?
 - What are our faculty needs?
 - What are our gaps?
 - What do we want as outcomes?

- Pilot courses coded and analyzed using Quality Matters design assessment tools/rubric
- Findings
 - Overall mean QM review composite score: 42.75
 - Standard Deviation: 24.4
 - Retention rates lower than F2F courses

Lessons Learned – Next Steps

Next Steps

- Partner with Quality Matters
- Train faculty to be peer reviewers
- Train faculty to design well aligned high quality courses with the student outcomes central
- Design a pre/post assessment instrument
- Design a conceptual map of faculty professional development with Needs/Gap analysis in mind
- Master Reviewer and Train the Trainer

Professional Development

	Workshops	Participants (Gross)	Participants Unique	Hours	Webcasts	Costs
Fall 2009	25	147	91	53	2	\$31,100
Spring 2010	24	313	64	149	0	\$12,400
Fall 2010	55	356	181	151	0	\$13,730
Spring 2011	36	180	105	128	0	\$35,100
Fall 2011	50	176	79	119	1	\$12,400
Spring 2012	55	295	146	126	2	\$9,800
Fall 2012	42	293	172	54	0	\$2000
Spring 2013	32	158	77	47	0	\$2000
Total	319	1918	506	827	5	\$118,530.00

Content Analysis

2010 Examination

- Banners
- Buttons
- Color Scheme
- Announcements
- Course Info
- Syllabus
- Faculty Info
- Course docs/content
- Assignments
- Discussion Boards
- External Links
- Additional Tools

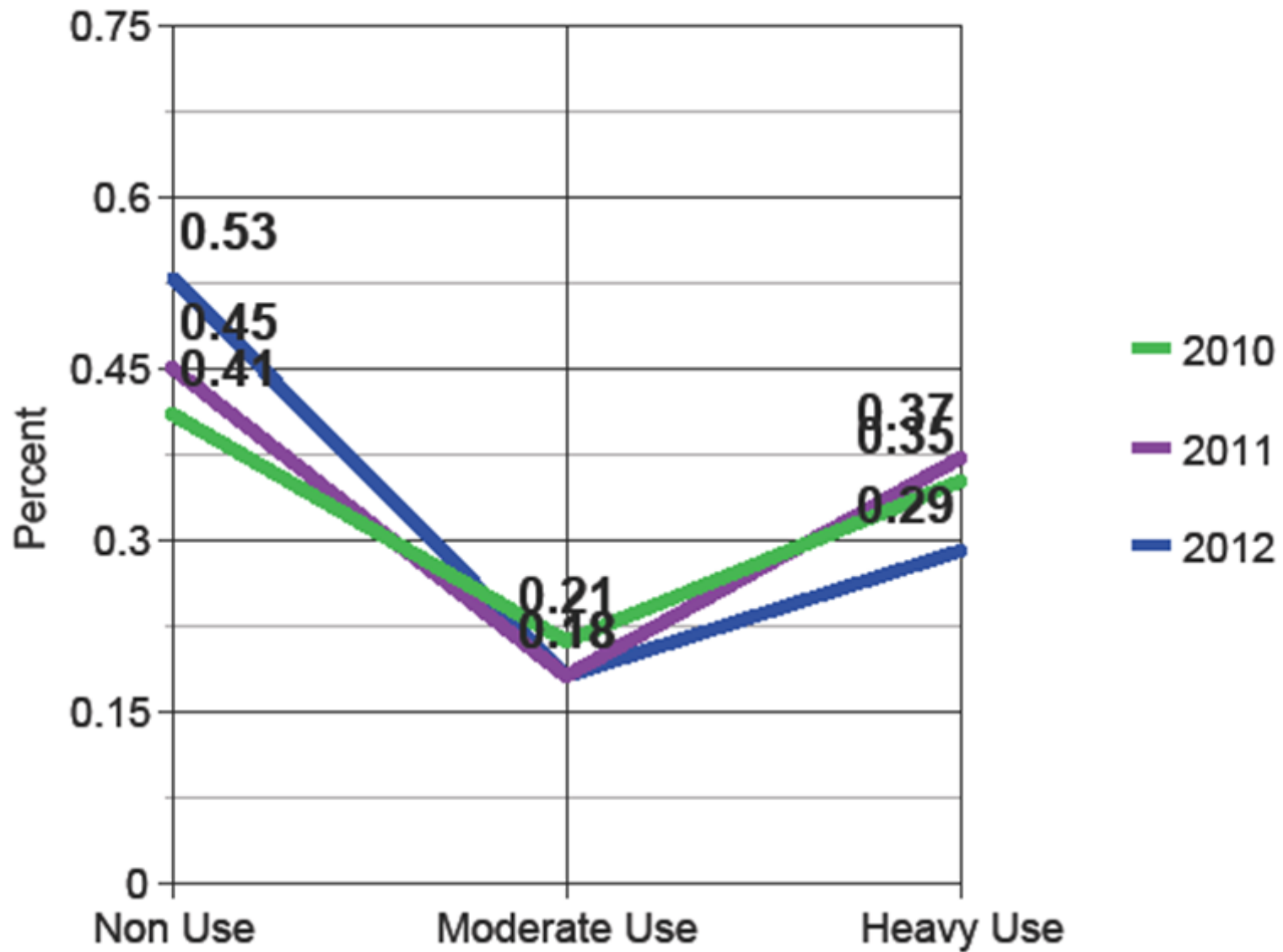
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UDC Faculty Blackboard Use 2010 to 2012



Blackboard Content Analysis 2010-2012 By Classification and Percent Change

	Total Users	Heavy Users	Moderate Users	Non Users	Total Faculty	Total Full-Time	Total Adjunct
2010	.58 (N=209)	.35 (N=131)	.21 (N=78)	.41 (N=153)	362	241	121
2011	.55 (N=270)	.37 (N=180)	.18 (N=90)	.45 (N=223)	493	231	262
2012	.47 (N=225)	.29 (N=141)	.18 (N=84)	.53 (N=253)	478	182	296
Percent change 2010-2011	-.05	.06	-.14	.10	.36	-.04	116.5
Percent change 2011-2012	-.15	-.22	null	.18	-.03	-.21	.13

Outcomes

- Peer Review of Newly Developed Online Courses Post QM and Post Professional Development
- 17 Course Sample
- Findings
 - Overall mean QM review composite score: 74.0
 - Standard Deviation: 7.05

Lessons Learned

Percent Change: Student Outcomes Pre/Post

Pre/Post QM (N=1570)	Percent Change
Withdrawal	-23.53
Passing Grade (A-D)	+ 19.74
Failing Grade (F)	- 66.66

What we concluded

- Data-driven approach yielded strong results
- Faculty were highly receptive and saw immediate impact
- Deans were supportive
- Administration was supportive
- Positive impacts upon student outcomes
- BOT supported an expanded vision
- Infrastructure could support fully online Programs and Certificates – Robust Expansion

Next Steps

- Implementation of an Intellectual Property Policy
- Expanded online teaching certification opportunities
 - Online Learning Academy (OLA) – 6-week summer course
 - Track II Online Teaching Express– A Hybrid partnership
- Track III- Accelerated Online Learning Academy
- eLearning Scholars Institute
- Online Competencies Assessment

What do we look Like Today?

- 44 Online Courses
- 59 Certified faculty – 8 pending certification
- 600-700 students enroll each semester
- 2,600 students across 5-years
- 40 new online courses in developing stage
- Online Certificate Programs – Fall 2015 and Spring 2016 - Launch Dates
- Online Degree programs under development

success content approach tools
Administrators determine classifications
education increase assessment adjunct
practices more heavy outcomes use data
online strategies technology training implement
findings development completed important
initiative track peer hybrid action
applications Center's benchmark communication Tell
move programs strategic needs Bb
develop LMS skills
courses faculty shifted areas map need
QM additional certification course initiatives Learn established
results review adjuncts reported work instruction
fully strong institution assess using tool Train
new fulltime know support gap best likely Analytics
capacity teach academy students Identify hired Attendees
moderate permanent design learning degree student
professional Center efforts workshop through correlate
workshops analysis Blackboard



Thank You!



Questions???

Contact me – sharkness@udc.edu