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TO DO LIST

- ~~1. Sources of Data by Feb 14th~~
- ~~2. Actionss completed by March 15th~~
- ~~3. Meet March 19th at 11am to discuss Actionss and prioritization~~
- ~~4. Meet again on April 16th at 1pm before we go to Walla Walla~~ → [MEETING LINK HERE](#)

1. Goals

1. Articulate where Actions can be of benefit for student success at course and program level (SAI, Retention, Completion of Credentials, etc)
2. Develop strategies to gather and analyze data about student success and course quality in online and hybrid classes so we know how to measure.
3. Identify in class and out of class Actions to improve student success in online and hybrid classes.

2. Identified Areas of Actions

- Pre-Enrollment - Counseling, Advising, Registration, Bookstore, Digital Literacy, Numeracy and Literacy
- During Enrollment - Organization of course, Learning Objectives on Assessments, Communication and Interpersonal

Interaction (between faculty and students), Technology Used (Resources)

- Post Enrollment - Student surveys, Faculty Evaluations, Course Evaluations, Course improvement processes
 - Ex. Question for student: Did you have any life challenges that made it difficult to engage as much as you'd like?

HOW TO PRIORITIZE: In each section of the table below, please rank each data point and corresponding Actions with a

- 1 for integral
- 2 for recommended
- 3 for optional.

If there's already a string of numbers in the cell, just add yours to the end. These numbers will be added up and each Actions will be ranked accordingly.

Online Student Success Working Group

In order for students to succeed, students need to:

In order for students to succeed, courses need to:

In order for students to succeed, instructors need to:

In order for students to succeed, eLearning Staff need to:

In order for students to succeed, administrators need to:

3. Sources of Data by Phase / Actions (Original Table)

Pre-Enrollment

Type of Data	Suggested Source of Data	Actionss / Notes	Suggested Responsible Party other than	Priority (1 is highest priority, 3
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			eLearning	lowest)
Student Digital Literacy Level (This includes proficiencies in productivity software (word processing, spreadsheets, etc) AND digital citizenship, conduct, formality appropriateness, etc.	Digital Literacy Assessment (such as SmarterMeasure or derivative)	*Increased training on digital literacy (like a class on typing, word processing, anything digital literacy related). Possibly direct students to the free Microsoft IT Academy, MOOCs, non-credit classes, Goodwill.org resources. *product agnostic,	Advising, eLearning, Librarians	1-Ann 2-Mary Ann 1 - Marc 1- Stoo
Learning online readiness: What does the student know about what online learning is? expectations, etc.	Advising Survey Readiness assessment	Online learning orientation required or recommended before enrollment.	eLearning Office.; Advisors.	2-Ann 1-Mary Ann 1 - Stoo
Student modality preference (work/life responsibilities, and location)	Advising or admissions Application form (or other instrument such as SmarterMeasure);	Identify student needs for how they want to study and refer to digital literacy training before enrollment. Direct student to flexible learning options and adjust enrollment and offerings to meet demand.	Advising, eLearning	2-Ann 3-Mary Ann 2 - Stoo
Student Information Literacy Level	Information Literacy Assessment	increased training on web searching and academic research Add to online courses a link to library, program guides with library resources for that particular discipline (Shoreline uses Libguides) Embed a librarian into online classes (piloted at Shoreline CC) Ask the LMDC for more ideas.	Librarians/LMDC eLearning Offices	2-Ann 1- Mary Ann 2-Stan 3 - Stoo
Student Literacy and Numeracy Level (how well students read and write and understand basic math concepts)	Placement Tests (like Compass)	placement into appropriate Math and English class; at advisor and counselor meeting; to place into class. Simple self-paced math course (free) (mooc, Khan Academy, etc.)	Registration Services with assist from eLearning?	3-Ann 3-Mary Ann 2-Marc 2 - Stoo
Frequency of use and ease of access to eLearning related sites (tutorials, email websites, LMS, etc)	Website Analytics, Usability Tests, Surveys	Change design of website to ensure ease of access to information Orientation to website navigation for your college, information organization (face-to-face or short demo video) Ensure access via mobile devices	Web Designer, eLearning, Public Info Offices, Content Creators, students	2-Ann 1-Mary Ann 1-Stan 1- Stoo
Newly Developed Course Design Quality Evaluations? (how the course is set up, not the	College Policy or Practices	Develop a rubric for assessing new online courses - provide recommendations on templates to use. (Chico State?) (CCRC meta-rubric?) (Quality Matters - measures course design)	eLearning, with buy in from faculty and administration	2-Ann 2-Mary Ann 1- Stoo

interactions)				
Course Quality findings from from previous offering of the course and course evaluations (organization, directions and support documentation given, choices of technology used, etc)	Measure course quality based on QM or derivative.	Based on findings, amend course to increase course design quality or meet established standards. Ensure a process that demonstrates how faculty have used past course evals to revise their courses before being offered again.	eLearning Offices coordinate with QM network; Fellow faculty members or Department Chairs	2-Ann 2-Mary Ann 1-Stoo
Student Orientation to LMS	completion of training / acknowledgement of communications, etc.	Mandatory or highly recommended Canvas training for online and hybrid students. If mandatory, unlock enrolled courses after successful completion.	eLearning	1-Ann 1-Mary Ann 1-Stan 1-Stoo
Student Academic history	Transcripts / Assessment Scores / Placement Tests / Advisor Data Portals	Basic and/or developmental education, MOOC to fill in gaps in knowledge, etc.	Advisors-possibly advisors devoted to online students	1-Ann 3-Mary Ann 3-Stoo
Student Career goals, pathway, and follow-up	Advisor Data Portal?	Use of online advising processes based on student need and technology aptitude. E.g. Shoreline CC uses an advisor data portal (ADP) software.	Advising, Instructors, eLearning	2-Ann 2-Mary Ann 3-Stoo
Applicant count or enrollments for online/hybrid programs	State Enrollment reports	Based on application, intended modality, waitlists, or dwindling enrollment counts, adjust offerings and modality accordingly.	Enrollment, Deans, eLearning Office	1-Ann 1-Mary Ann 2-Stoo
History of enrollments for online courses to ensure favorable student / instructor ratios	State / College historical enrollment reports	Implement more or less online / hybrid sections of the course to optimize ratios. [At Shoreline CC, the class cap is in the negotiated agreement with the faculty union.]	Research Office, VPIs & deans, eLearning Office	1-Ann 1-Mary Ann 1-Stoo
Student access to technologies required for online learning, including broadband, mobile use, etc.	Digital Literacy Assessment and Student Survey; (ex. Smarter Measure or derivative)	Ensure information on online course requirements, technology resources available to students and training sessions are readily available. Ensure computers, internet access available on campus or remotely.	eLearning Office, student government	2-Mary Ann 2-Ann 2-Marc 2-Stoo
Instructor readiness in LMS and Online Teaching	Previous course/instructor evaluations. Instructor competency/assessment tool. Letters of recommendation/references as part of hiring process.	Offer online instructor training as recommended or mandatory before instructors teach online.	Deans; eLearning Office	2-Mary Ann- 1-Ann 2-Marc 1-Stoo

During Enrollment

Type of Data	Suggested Source of Data	Actions / Notes	Suggested Responsible Party other than eLearning	Priority
Instructor Engagement	Canvas (API, Analytics), eLearning or Deans given access	Support instructors to ensure continued engagement. Professional Development for instructor Ensure instructor engagement is assessed on course evaluation form.	Deans or eLearning, depending on institution.; [at Shoreline, eLearning would not be given access to evaluate faculty, it is their supervisors' job-the Dean] [CCS-- not the role of eLearning Department. Pretty tricky to work in this area]	3-Mary Ann 1-Ann 1-Stoo 1-Marc
Student Engagement	Canvas (API, Analytics, Access Reports)	Directly contact students who are falling behind by email, phone, social networking. Be sure to ask them what the issue is directly (time management, access, etc). SCC is doing a college-wide marketing event during week 4 to ask all students to take stock of how they are doing in classes/check grades.	Instructor. SCC uses embedded eLearning peer mentors.	2-Ann 2 - Stoo 2- Mary Ann 2-Marc
External Factors in Student Life	2 week Survey	Follow up with student to offer assistance/resources, encourage student to seek supporting instruction at tutoring center or other support location.	Instructor; online student support specialist / Career navigator	2-Ann 3-SToo 2-Mary Ann
Uptime of Technology	Canvas Website	Notify students and staff as to any outages and possible workarounds for time-sensitive tasks.	eLearning	1-Mary Ann 1-Ann 3-Stoo
Student comfort with subject	2 week Survey	Instructor follow up with student to offer assistance, encourage student to seek supporting instruction at tutoring center or other support location.	Instructor	3-Ann 3-Mary Ann
Speed of response from Help Desk and technical issues encountered	eLearning Support, Helpdesk system (SCC uses Parature)	Create materials to address, FAQs Inform instructor for course revisions	eLearning, Help Desk, IT	1-Mary Ann 1-Ann
Peer Mentoring feedback	Peer mentors,	Adjust eLearning peer mentoring strategies to address weak points and	Instructor, eLearning Peer	2-Ann

and data collection		inform Faculty to make changes in course	Mentors	3-Mary Ann
Grades, confidence with subject matter and perception of success	Assessments, feedback, etc.	Follow up with student to offer assistance, encourage student to seek supporting instruction at tutoring center or other support location.	Instructor	2-Mary Ann [outside the classroom / instruction areas only!] 1-Ann
Level and form of Student Support	Instructor engagement, number of sources of support in class. information provided on campus services (tutoring, learning tutorials, training, etc)	Inform instructors and support staff (tutors, etc) if students are falling behind, increase student support.	Instructor	2-Ann 3-Mary Ann
Continued enrollment data (did students drop course?)	Campus or State Enrollment Report	If student dropped, follow up with student to try to find reason.	Research Office Instructor, Advisor	2-Mary Ann 2-Ann 2-Marc
Student perception of course and support (do they think they are supported)	Student Surveys (Campus-wide like Noel Levitz or eLearning-specific survey or Instructor-specific survey)	Increase support mechanisms and amend weak points in course based on feedback.	Instructor, Institutional Researcher	1-Ann 1-Mary Ann
Early Alert (academic warning system)	advising, counselling, student services (some colleges don't have this set up)	Contact student, organize supplemental instruction/support	Instructor, Tutoring Center	2-Mary Ann [provide referrals only] 2-Ann

Post Enrollment

Type of Data	Suggested Source of Data	Actions / Notes	Suggested Responsible Party other than eLearning	Priority
Qualitative Self-Assessment	Faculty	Using your existing faculty feedback system (post tenure review) - Orientation to Course, Ease of Access,	eLearning, Deans	3-Ann 2 - Stoo 3-Mary Ann
Student Satisfaction with	Post Course Student	Address weak points and improve course design	Instructor with Dean,	1-Ann

Course (Course design and student experience, flexibility of meeting)	Survey		eLearning support	1 - Stoo 1-Mary Ann
Student perception of faculty (content knowledge, engagement)	Post-Course Survey	Forward findings to Faculty and Dean for improvement		1-Mary Ann 1 - Stoo
External Factors in Student Life	Post-course Survey	Look at course design to possible make it more flexible or easy to engage with (mobile / Hybrid > online or vice versa	faculty	3-Mary Ann 3-Stoo
The percent of enrollments (duplicated students) who successfully completed their courses, certificates or degrees	Institutional Researcher	See above.		1-Ann 1-Mary Ann 1-Stoo
Qualitative Measure of Student Success (Grades, GPA)	Registration / Student Services Depts.	Target course for evaluation and improvement, add supplemental instruction to courses, assign peer mentor,	deans, faculty, program coordinators	1-Ann 1-Mary Ann 1-Stoo
Retention in Course Sequences	Registration / Student Services Depts.	Ensure course across programs have similar design and familiar layout so students feel more confident. Ensure outcomes are aligned and students are coming in with appropriate skills from previous course in sequence - if not, target specific courses for review and improvement.	Program coordinators, faculty, deans	3-Ann 1-Mary Ann 2 - stoo
Student Retention (Persistence): Entering college students remain, re-enroll, and continue their undergraduate education.	Institutional Research	Reports from Institutional Researcher,, highlighting the last courses a student who left the institution took, or the last courses a persistent student took. This will recognize gaps in course quality.		1-Marc 1-Ann 1-Mary Ann 1-Stoo
Educational Attainment: entering students persist to completion and attainment of their degree, program, or educational goal.	Institutional Research	Reports from Institutional Researcher highlighting academic histories of graduates, along with recommendations for courses and programs that may need improvement. Cohorts of students.		1-Ann 2-Stoo 1-Mary Ann
Student Advancement: students proceed to and	IR / Alumni Office	Provide opportunities for internships, apprenticeships and external work opportunities to build mastery. If student is out of the area, assist in the	Internship coordinators, program faculty, program	1-Ann

succeed at subsequent educational and occupational endeavors for which their college degree or program was designed to prepare them. (For example, 2-year college students continue their education at a 4-year college, or 4-year college students are accepted at graduate schools or enter gainful careers after completing their baccalaureate degree.)		coordination of self-assigned work placements.	coordinators	
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Curriculum Mapping and program design. Does having an online course in a specific program, degree or cert increase student success?

3. Sources of Data by Phase / Actions (**Under Construction Table**)

Online Student Success Working Group

In order to succeed, students need to: