

A Quality Matters Event

Symposium  
on **Data**  
for **QA**



# The Invaluable Role of Online Learning Professionals to Promote Data-Driven Institutional Change

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# Objectives

## Online Learning Professionals Promoting Data-Driven Change

Redefining the Role of  
Online Learning  
Professionals

Cultivating Relationships  
with Academic Leadership

Strategic Alignment Across  
Institutional Goals

Driving Institutional Change  
with Online Learning Data

- Redefine the role of online learning professionals as strategic thought partners
- Identify strategies for cultivating relationships between academic leadership and online learning professionals
- Align e-learning operations to disciplinary and institutional strategic goals
- Uncover opportunities for engaging online learning professionals in institutional quality assurance initiatives

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# Redefining the Role of Online Learning Professionals

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# Redefining the Role of Online Learning Professionals

## Commons Roles

- Instructional Designer
- Instructional Technologist
- Curriculum Development Experts
- Coordinator
- Director
- Vice Chancellors/Vice Presidents
- Assistant/Associate Provost

## Responsibilities

- Provide training, support, troubleshooting of course technology
- Assist faculty in the development and redesign of online courses
- Support faculty in the creation and revision of student learning outcomes
- Identify and implement technologies for instructional design
- Research and recommend best practices, resources, and technology for online learning

# Changing Roles of Online Learning Professionals

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“Instructional designers understand the need to keep up with a constantly changing field and to **work collaboratively** with subject matter and technology experts. The field of instructional design includes the competencies of effective communication, updating and improving one’s abilities, applying current research and theory, and identifying and resolving ethical and legal implications. These foundational competencies provide a strong base for the **leadership needed to lead online learning.**” (Brigance, 2011)

“The landscape of higher education teaching and learning continues to change, not only as a result of innovations in technologies for teaching and learning, but also due to the need to respond to global events such as COVID-19 which may **alter the operational standards and expectations of colleges and universities** for the foreseeable, long-term, future. IDs are unavoidably impacted by changes of this nature and are **called upon to use their flexibility and expertise to help institutions and faculty adapt** to new ways of educating students.” (Pollard & Kumar, 2022)

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# Cultivating Relationships with Academic Leadership

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# Putting it into Practice

- Identify and initiate dialogue with institutional assessment and strategic planning offices and leaders
- Communicate interest in contributing to and supporting strategic planning development and assessment initiatives
- Extend invitations to critical learner support units to initiate and further plans for the collection, evaluation, and implementation of online learner feedback to inform practices and policies.

## QM Program Certification Process as a Framework for Success

- Supports [streamlining accreditation preparation](#)
- [Annotated Program Criteria](#)
- [Preparing for Program Reviews Workshop](#)



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## QM Program Certification - Online Program Design

Criteria	Evidence to Submit	Annotations	Potential Collaborations
1. Each program put forward includes measurable learning objectives, outcomes, or competencies. All included programs (i.e., those submitted as examples and those that are not) are expected to reflect the QM Online Program Design criteria or be on a path to doing so.	For each included program, provide a list of program learning objectives, outcomes, or competencies and an estimate of the program's level of compliance regarding measurable learning objectives, outcomes, or competencies (e.g., 100%, 75%, 50%, less than 50%).	For applications that include more than five individual programs, data should be presented for five programs only that reflect the range of programs offered; these five programs should be a representative sample of programs from different subject areas and levels of instruction.	<ul style="list-style-type: none"> <li>• Institutional Research</li> <li>• Academic units</li> </ul>





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## QM Program Certification - Online Teaching Support

Criteria	Evidence to Submit	Annotations (excerpts)	Potential Collaborations
<ol style="list-style-type: none"> <li>At least 85% of all online instructors, including part-time faculty, have received professional development in online teaching prior to their online teaching assignment or, in the case of new instructors, are concurrently receiving professional development and are prepared to be effective and responsive online instructors.</li> </ol>	<ol style="list-style-type: none"> <li>A statement of policy and practices for preparation of online instructors, plus</li> <li>The syllabi of courses and/or workshops offered to prepare faculty for the online classroom, and</li> <li>A report on the percentage of faculty teaching online who have successfully completed these courses and/or workshops.</li> </ol>	<ul style="list-style-type: none"> <li>All new online instructors must be required to be professionally developed unless they present evidence of prior professional development.</li> <li>At least 85% of legacy teachers (those, if any, approved to teach online before current policies were implemented) must have undergone professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Institutional Research</li> <li>Academic units</li> <li>Centers for Teaching and Learning</li> <li>Offices of Faculty Professional Development</li> <li>Student Accessibility Services</li> </ul>



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## QM Program Certification - Online Learner Support

Criteria	Evidence to Submit	Annotations	Potential Collaborations
<p>1. Direct and indirect support for online learners should include remote access to the following services:</p> <ul style="list-style-type: none"> <li>• Orientation to online study</li> <li>• Technical support</li> <li>• Academic advising</li> <li>• Proctoring and student authentication</li> <li>• Tutoring</li> <li>• Grade appeals</li> <li>• Remote library access</li> <li>• Accessibility services</li> <li>• Records and registration</li> <li>• Financial Aid services</li> <li>• Billing</li> <li>• Institutional and student policies</li> </ul>	<p>1. A list of links to the listed services (and others that may be relevant),</p> <p>2. An explanation of how each service supports the online learner and promotes learner success, and</p> <p>3. A plan to address any identified gaps in service.</p>	<p>An effective response to #2 includes a brief statement from each support service regarding its goals and services for the online learner and how it meets them.</p>	<ul style="list-style-type: none"> <li>• First Year Experience Offices</li> <li>• Information Technology Services</li> <li>• Academic Advising/Student Success Centers</li> <li>• Testing and Proctoring</li> <li>• Tutoring/Writing Centers</li> <li>• Registrar</li> <li>• Academic Appeals Offices</li> <li>• Student Accessibility Services</li> <li>• Financial Aid</li> <li>• Billing</li> <li>• Governance/Administration</li> </ul>



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## QM Program Certification - Online Learner Success

Criteria	Evidence to Submit	Annotations (excerpts)	Potential Collaborations
<p>2. Identify 3-5 measures based on hard data and/or surveys that demonstrate the extent to which learners are succeeding according to the adopted definition of learner success.</p>	<ol style="list-style-type: none"> <li>1. Identify each indicator and</li> <li>2. The source of data to measure the extent of learner success, based on that indicator.</li> <li>3. Explain how each of the measures is related to the definition of learner success,</li> <li>4. Present a minimum of three consecutive years of data for each indicator; and</li> <li>5. Explain how the data are being interpreted (e.g., what percentage of learners are expected to meet each measure and to what extent), and how they relate to established benchmarks (e.g., national data and research findings).</li> </ol>	<p>Examples of measurable criteria that might be considered are:</p> <ol style="list-style-type: none"> <li>1. Retention</li> <li>2. Course completion</li> <li>3. Graduation rates compared to established benchmarks</li> <li>4. Capstone assessments that demonstrate achievement of programmatic or institutional learning objectives</li> <li>5. Summative assessment of learners, particularly those using nationally recognized assessment instruments</li> <li>6. Learning outcome reports using data collection rubrics or other tools, demonstrating learners' achievement of established goals, objectives, or competencies;</li> <li>7. Alumni survey data</li> <li>8. Learner employment data</li> </ol>	<ul style="list-style-type: none"> <li>• Institutional Research</li> <li>• Academic Units</li> <li>• Admissions/Student Retention</li> <li>• Institutional Strategic Planning Units</li> <li>• Alumni Relations</li> <li>• Career and Professional Development Centers</li> </ul>

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# Strategic Alignment Across Institutional Goals



# Strategic Institutional Alignment

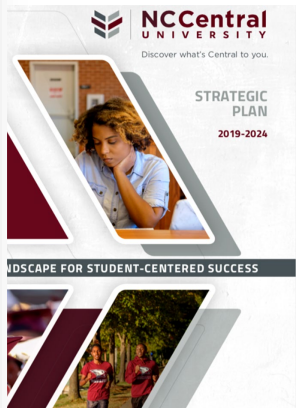
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### GOAL 1 Student Access and Success

NCCU will ensure delivery of The Eagle Promise to increase student access and success.

**Objective 1.5 Expand NCCU Online**  
Achieve Quality Matters certification for **85%** of faculty who teach online.

### GOAL 4 Institutional Sustainability

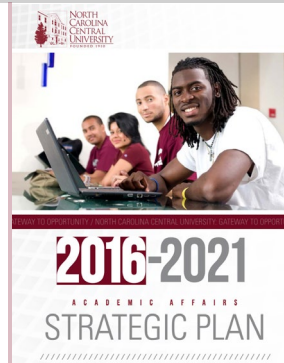
NCCU will increase and sustain university-wide resources to support and advance institutional priorities.

**DE SP Objective 3.2**  
Foster best practices in course delivery.  
**DE SP Objective 3.3**  
Create a system of distance education faculty support.  
**DE SP Objective 3.4**  
Institute a culture of faculty recognition.

**GOAL 2**  
Create an environment of collaborative learning and cross disciplinary programming.

**Objective 2.3**  
Creating experiences that require students to rely upon cross-disciplinary teaching and learning.

Apply Quality Matters Rubric to course design.



# Collaboratively Identify Your Learners

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## Career Advancer

Seasoned professionals looking to step into higher-level leadership roles within their field and hoping to gain new skills to specialize and impact their career.



## Degree Completer

Adult learners, returning to finish their bachelor's degree in order to set themselves and their family up for future success.



## Career Switcher

Emotionally motivated professionals interested in making a career change into a new field and hoping an advanced degree will help facilitate that transition.

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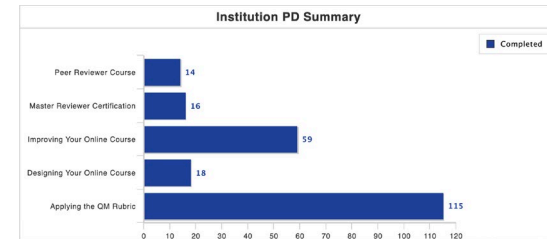
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- Engage in with key academic and learner support stakeholders
- Identify and align institutional, programmatic, and accrediting standards and goals with
- Clarify benchmarks, timelines, development goals, and procedures
- Conduct needs assessments to clarify gaps in services, opportunities for grow, and strategies to scale

## II. New Program Status

- MS in Kinesiology & Recreation Administration Program
- Program Code Status on the Graduate Studies Application (yes)
  - Admitting Term -
    - Projected Start Date to Admit students
      - Fall 2023 Admitting Students
      - Admitted Candidates – Admitted students but confirming enrollment numbers with Graduate Studies
  - DE COORDINATOR – POC identified
  - PROGRAM ADDED TO NCCU ONLINE WEBSITE
    - Change the Fall 2023 admission deadline to July 31<sup>st</sup> – DE email webmaster
  - All courses are within the program – not outside the academic department; all elective courses are developed but need some additional development for spring 2024
- Concentrations Offered Online only
  - Rec. Therapy - Priority #1 – Fall 2023
  - Adapted Sports – Priority #1 – Fall 2023
  - Kinesiology – Priority #2 – Fall 2023 development/Spring 2024 offering
- Course Development Plan & Timeline
  - Summer 2023 Development but offering courses Fall 2023 term
    - KRAG5152 Advanced Methods and Procedures in Recreational Therapy – GUO – listed online – ready for OeL review and use feedback to develop the additional 2 courses
    - KRAG5143 Advanced Assessment in Recreational Therapy – listed online



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# Driving Institutional Change with Online Learning Data

A man and a woman are sitting at a table in a meeting room, looking at a laptop screen. The woman is pointing at the screen, which displays a bar chart and three circular gauges. The background is a bright, modern office with large windows.



# NISS Acceleration Grant: Implementation Roadmap/Alignment

## Project Goals



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# NISS Acceleration Grant: Key Tasks & Progress Metrics



## Key Tasks & Progress Metrics

	Goal	Key Tasks	Progress Metrics <i>(Reporting per semester)</i>
<p><b>Start Summer 2023</b></p> <p><b>Proactive Advising</b></p> 	<p>✓ <b>Standardize academic advising systems and protocols to ensure students receive consistent, proactive support across all advising units and colleges</b></p>	<ol style="list-style-type: none"> <li>1. Empower the Academic Advising Council to <b>align advising practices across campus</b></li> <li>2. Ensure all students receive a <b>standard of care that includes timely and proactive outreach</b> relative to degree maps progression and early alerts</li> <li>3. Develop <b>common training</b> for advisors and common systems for advisors to use</li> </ol>	<ul style="list-style-type: none"> <li>➤ Number of AAC meetings</li> <li>➤ Number of advising sessions</li> <li>➤ Number of advising campaigns executed</li> <li>➤ Number of proactive outreach related to early alerts</li> <li>➤ Number of advisors completed training</li> <li>➤ Percent of programs with standardized degree maps</li> </ul>
<p><b>Start Fall 2023</b></p> <p><b>Academic Design &amp; Support</b></p> 	<p>✓ <b>Systematize the use of data to identify and direct resources to courses with high non-pass rates, limited availability, and insufficient academic supports</b></p>	<ol style="list-style-type: none"> <li>1. Systematically <b>track DFW rates for all courses</b> and proactively share these data each semester with deans, chairs, and faculty</li> <li>2. Use data such as time-to-degree and course availability data to <b>assess course and program design</b></li> <li>3. <b>Target academic supports</b> such as tutoring in high enrollment courses with significant DFW rates, and use data to assess the effectiveness of the supports</li> </ol>	<ul style="list-style-type: none"> <li>➤ Rate of DFW in five targeted courses</li> <li>➤ Number of courses assessed at institutional level</li> <li>➤ Number of academic programs assessed at institutional level</li> <li>➤ Percent of academic programs assessed at institutional level</li> <li>➤ Attendance of SI in five targeted courses</li> <li>➤ Number of proactive outreach related to academic support programs</li> </ul>

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# NISS Acceleration Grant: Key Tasks & Progress Metrics (cont'd)

## Key Tasks & Progress Metrics



	Goal	Key Tasks	Progress Metrics <i>(Reporting per semester)</i>
<b>Start Spring 2024</b>	✓ <b>Strengthen financial aid through collaboration with other units and coordinated, proactive outreach to students</b>	<ol style="list-style-type: none"><li>1. Ensure students receive all aid for which they are eligible through focusing on <b>timely completion of the FAFSA</b> and other financial aid documents</li><li>2. Track <b>early warning signs of students facing financial risk</b> and proactively reach out to these students to mitigate attrition</li><li>3. Leverage staff across student support units to <b>deliver wellness supports to students in a coordinated fashion</b></li></ol>	<ul style="list-style-type: none"><li>➤ Number of FAFSA completions on time</li><li>➤ Number of FAFSA Verification requests resolved on time</li><li>➤ Number of financial stop outs</li><li>➤ Number of students with SAP alerts</li><li>➤ Number of proactive outreach related to financial risk</li></ul>
<b>Financial Wellness</b> 			

# Phase 1: The Scoping Process

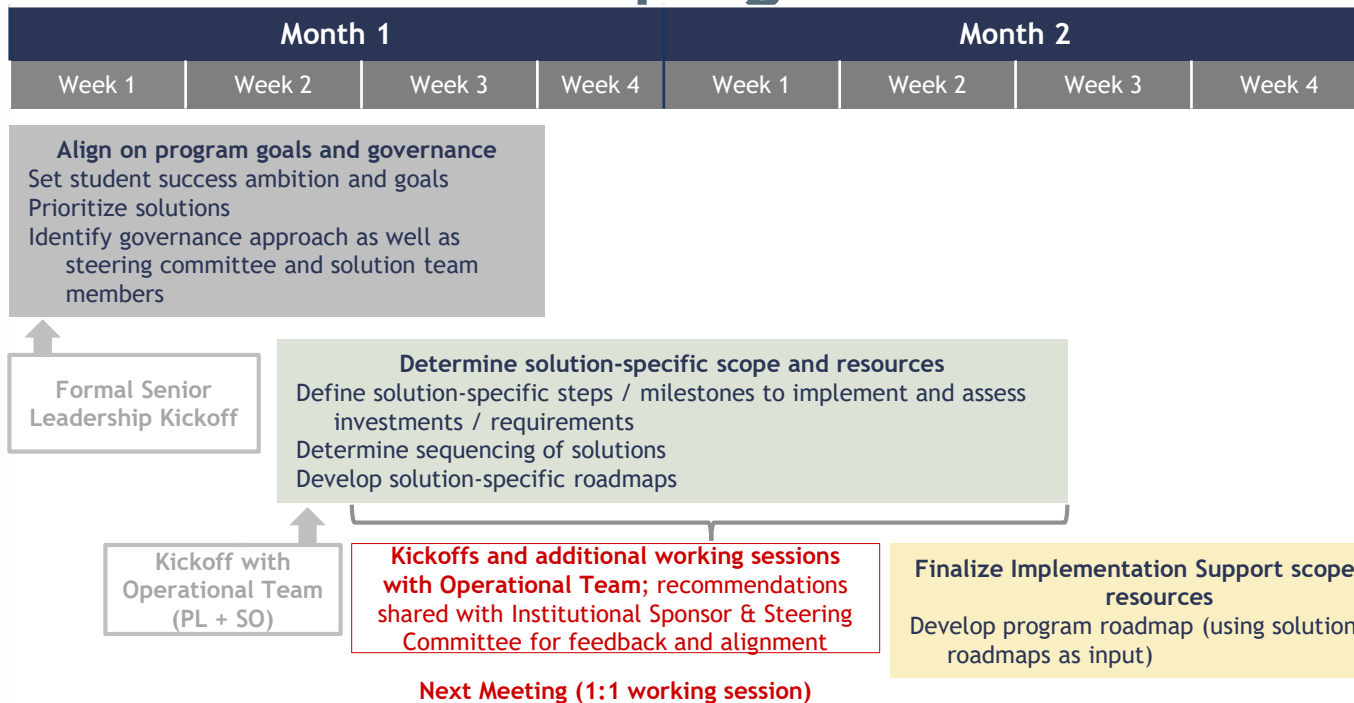
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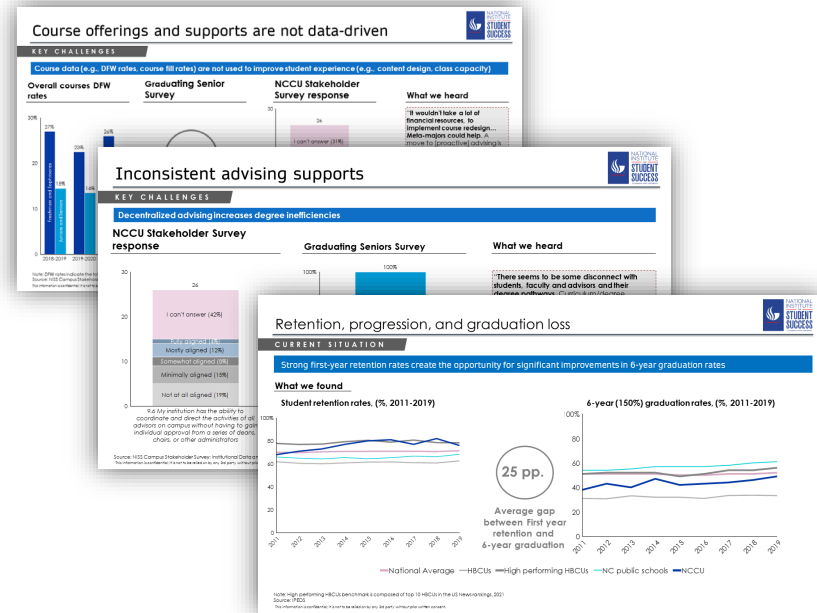
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# Phase 1: Diagnostic & Playbook Review

- Enrollment, retention, and graduation metrics from IPEDS
- Review of the NISS Institutional Data and Operations Questionnaire (IDOQ)
- Institutional Data
- Campus stakeholder perspectives gleaned from the NISS Campus Stakeholder Survey (CSS) and Campus Stakeholder Interview (CSI)



# Phase 2: Implementation Support and Acceleration Grants

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## Implementation Support

- Asynchronous **modules** on the NISS Learning Platform
- Regular project team **working sessions**
- NISS hosted **webinars and workshops** guided by NISS Coaches and Senior Consultants
- **Cohort learning** opportunities

## NISS Acceleration Grants

- Institutional awards of up to **\$1.5 million over 3 years**
- **Support initiatives and critical implementation efforts** recommended in the NISS Playbook and agreed-upon during scoping. Grant must be reviewed and renewed annually.
- **Can be used to cover NISS coaching fees at \$75K annually**

# Accomplishments to Date

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## Hired & Trained Personnel

- Hired Coordinator - March 1, 2023
- Hired seven Graduation Specialists between April - July, 2023
- Plan to onboard the last three Graduation Specialists between by September 1, 2023

## Revamped the Academic Appeals Process

- Updated the [University Academic Appeals](#) website
- Updated workflow/ rerouting and timelines
- Streamlined instructions
- Revised email to students to include specific instructions
- Notifications to students about sanctions
- Notification to students after approved/denied appeals

## Developed Uniform Curriculum Plan Template

- Created template that will support standardized curriculum plans campus wide and allow for better entry into Degreeworks based on catalog year
- Identified necessary improvements to infrastructure, timelines, policies, and practices that will ensure prospective and current students understand curriculum plans and degree pathway

# Accomplishments to Date

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## Redefined the Student's Academic Student Success Team

- Created definitions of key personnel and their functions to assist in the transition to new model
- Begun conversations with academic units on how to transition to new model

## Established Advisor Training & Addressed Key Issues with Technology

- Developed and piloted New Advisor Training series
- Expanded use of EAB Navigate and addressed key configuration issues
- Identified opportunities to better use advising systems (Degreeworks, Navigate, Banner, NextGen)

## Begun Improvements to UC to Upper Division Transition

- Transitioned to electronic file transitions
- Developed a Student Transition Checklist
- Improved verbiage for UC Transition to students and upper division staff
- Outlined plans for Transition to Upper Division Celebration (Spring 2024 or Fall 2024)



# Student Success Network

## FACULTY MENTOR

- Early career exploration
- Professional development support
- Assistance with internship and job shadowing opportunities
- Provide research opportunities
- Support student learning and supplemental instruction needs
- Provide discipline/specialty-specific mentorship and support
- Participate in commencement and recruitment activities
- Refer to resources as needed

## ACADEMIC ADVISOR

- Assist in course registration and degree map guidance\*  
*\*University College Advisors assist students in year 1 and 2 only*
- Major exploration & general career exploration
- Assist students with major declaration, major changes, and major re-selection
- Co-create an individualized holistic plan for student success
- Identify early barriers to student success and formulate academic achievement goals
- Establish programming and retention initiatives for students that align with their overall development
- Refer to resources as needed

## GRADUATE SPECIALIST

- Assist in course registration and degree map guidance for 3<sup>rd</sup> and 4<sup>th</sup> year
- Conduct graduation clearance review and support
- Identify internship/practicum opportunities as required per department
- Participate in commencement and recruitment activities
- Establish discipline focused programming and academic support initiatives for students' post-graduation needs
- Refer to resources as needed

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# Next Steps

Launch Advising Council & Advising Network

Establish University Wide Standard of Care Procedures for students regarding Academic Services

Advising Systems & Technology Overhaul

Increase adoption and improve configuration of EAB Navigate and Degreeworks

Formalize and Facilitate Advisor Training & Retraining Sessions beyond UC

Systematize and Centralize Curriculum Plans (Student & Staff Facing) using standard templates

Secure buy-in from faculty, staff, and students

# Practical Strategies for Gradual Implementation

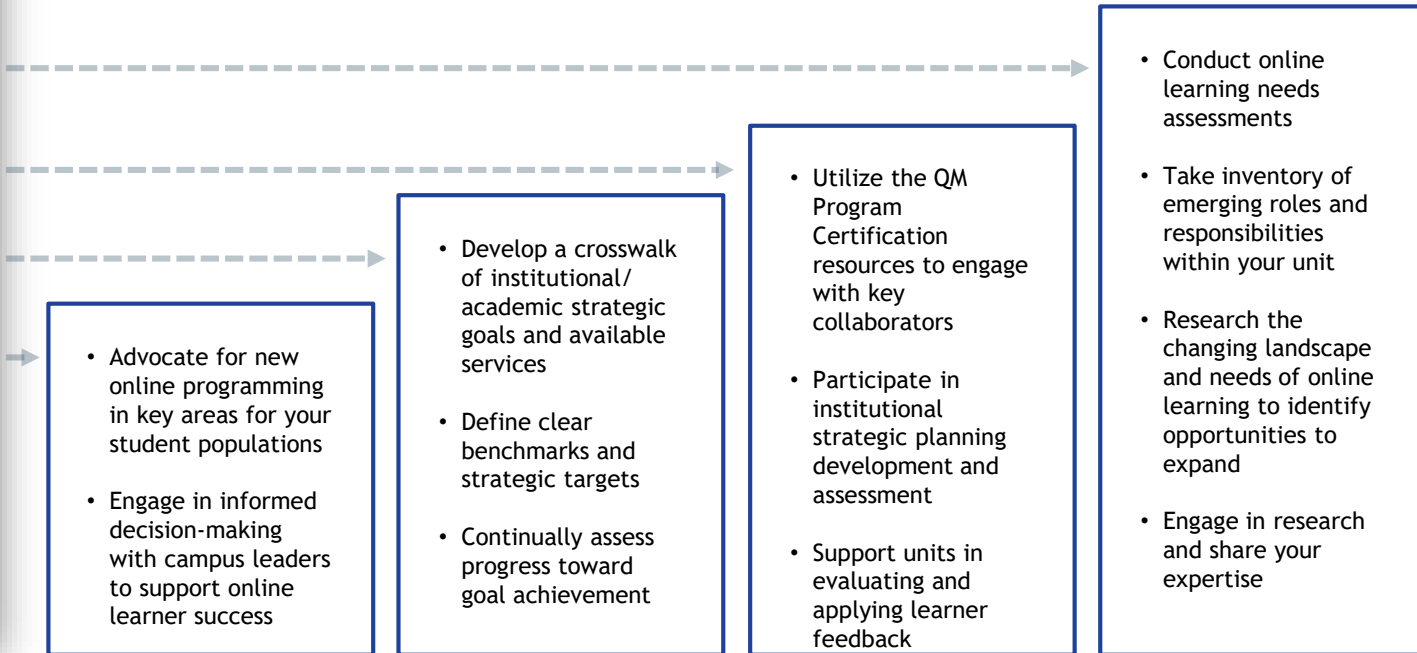
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Let's Continue the Conversation! | Racheal Brooks, Ph.D. | [rmbrooks@nccu.edu](mailto:rmbrooks@nccu.edu)