What Campuses can Learn From Online: Student and Faculty Considerations

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- 23,000+ students
- 123 degrees, 6 colleges
- 21,000+ online students
- 8% 18-24 year olds
- 72% female
- 71% 4+ online courses
- 43% 40+ hours per week

- Started with adaptive learning – Fall 2012
- Number of Adaptive courses – 254 (3,597 instances)
- Typical course length – 5.5 weeks
- Number of students – 122,194
- Number of enrollments in courses – 838,363
- Enrollments per student – 6.9
WHAT IS ADAPTIVE LEARNING: WHAT IT MEANS

- Individualized learning for a learner’s style and ability
- Continuous learner feedback on performance
- Modifying learning pathways in real-time based on learner performance
- Knowing learner’s knowledge state in real-time for the learner and instructor
- Teaching to strengths and weaknesses of each learner
- Focusing on evidence of knowledge and demonstrating competency
Adapting, modifying, and varying content, pedagogy, and course delivery to improve student learning and the mastery of learning outcomes through the use of analytic tools.

- Learning Analytics
- Predictive Analytics
- Web Analytics
- Academic Analytics
- Business Intelligence
HOW DOES IT WORK?

Pre-Assess

Pedagogy

Learn

Assess

Content Repository

Learning Outcome

Adaptive Learning Engine

Policies

Configuration

Analytics

Content Engineering

Met

Not Met

Pedagogy

Analytics

Content Engineering

Platform
WATCH THEM LEARN: REAL-TIME INSTRUCTOR VIEW

Introduction to College Math » Markup and Markdown

Due date reached

The due date of 7/29/2013 has been reached. You can access summary information for the group using the Grading button. Grading information has been transferred.

Specific problems

Knowledge covered

- This objective was due on 7/29/2013.
- One person has not started.
- 5 people are working behind the rest of the group.
- 25 people are working ahead of the group.
- 25 people are finished.
- 6 people have not yet done determine knowledge.
Initially, asynchronous specialized training (mandatory) was provided to faculty.

Faculty training team also hosted regular office hours using a video conferencing and screen sharing platform, where faculty could login, ask questions in a synchronous environment.

Surveys were used to collect feedback on the effectiveness of the training.

Besides the initial specialized training and office hours, faculty had specific requests on need-it-now resources to highlight functionality, terminology, and how-to guides.

### CTU Faculty Trained on intellipath 2012 - 2016

<table>
<thead>
<tr>
<th>Year</th>
<th># of Faculty Trained</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>132</td>
</tr>
<tr>
<td>2013</td>
<td>418</td>
</tr>
<tr>
<td>2014</td>
<td>212</td>
</tr>
<tr>
<td>2015</td>
<td>246</td>
</tr>
<tr>
<td>2016</td>
<td>83</td>
</tr>
<tr>
<td>Total</td>
<td>1091</td>
</tr>
</tbody>
</table>
Q & A

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Academic Quality & ROI in Online Education

Systematic Integration of Assessment Data
Created to Address Nontraditional Students for Workplace Success

• Created in 2007 by the CSU System as the first independent, 100% online state university in the U.S.
  • Mission is to facilitate nontraditional student workplace success through education
  • Part of the CSU System but statutorily does not receive state funds

• Focused on working adults and modern learners.
  • Over 93% of faculty have industry work experience in their areas of expertise/doctorate degrees, and they work with industry company leaders to determine academic programs and outcomes

• Bachelor’s completion, master’s degrees, and certificate programs.
  • Apprenticeship and Internship programs for collegiate credit

• As of January 2019: over 19,000 active students / over 17,000 graduates.
Nontraditional students = Modern learners
• Average age of 35 years old, working, with kids in the household
  • Ages span 16-68 years old to accommodate dual enrollment high schoolers and lifelong learners

Setting the Stage: CSU-Global Students
• First Generation students: 40%
• Students from Underserved Populations: 27%
• Military-affiliated students: 16%
• 45% Male: 55% Female
• 70% Undergraduate: 30% Graduate
Paradigm for CSU-Global Quality & ROI

- Real-time Tracking of Learning Outcomes
- Monitoring of 3rd Party ETS Assessment
- Surveys of Alumni Employers
- Surveys of Alumni 1-yr after graduation
- 3rd Party Equifax Income Reports by Grad Cohorts
- Outcomes (incl. Industry Cert Prep): Faculty & Industry
- CSU-Global Quality & ROI Paradigm
Behind the Scenes: As a CSU-Global student
Learning Outcomes Achievement

- Achievement of CSU-Global Faculty-designated & Program Advisory Board-reviewed Learning Outcomes – Fall 2016.
  - 86% Undergraduate
  - 93% Graduate
Behind the Scenes: As a CSU-Global student Monitoring of ETS Learning Progress Data

National Educational Testing Assessment Scores for CSU-Global students against an entire test population of 222,864 students from 155 degree-granting institutions

- Comparison of National Schools Mean Percentiles for CSU-Global Fall 2016 incoming students vs Fall FY17 Fall trimester graduates.
- Pre-Post Analysis: Mean increases in overall and skills sub-category scores for incoming students from Fall 11 – Fall 16 who Graduated in FY12 – Fall of FY17

### ETS Proficiency Profile

<table>
<thead>
<tr>
<th>ETS Proficiency Profile</th>
<th>PRE</th>
<th>POST</th>
<th>Increase in Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Score:</td>
<td>Percentile:</td>
<td>Score:</td>
</tr>
<tr>
<td>Total Score</td>
<td>442.18</td>
<td>68</td>
<td>445.93</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>111.5</td>
<td>60</td>
<td>113</td>
</tr>
<tr>
<td>Reading</td>
<td>117.98</td>
<td>61</td>
<td>118.81</td>
</tr>
<tr>
<td>Writing</td>
<td>113.6</td>
<td>37</td>
<td>114.18</td>
</tr>
<tr>
<td>Mathematics</td>
<td>112.54</td>
<td>53</td>
<td>113.16</td>
</tr>
</tbody>
</table>

Includes 310 CSU-Global students with Pre and Post ETS Proficiency Profile data, from incoming cohorts Fall 2010 – Fall 2015, and completer cohorts of FY17/17 – FY16/17 Fall Trimester.

The percentiles - National School Mean represents the distribution of institution scores and subsequent percentiles, and includes 155 institutions and 222,846 students participating in the ETS proficiency profile from July 2010 to June 2015.
### Employer-identified Skill for Workplace Needs (AASCU Hart Research, 2015)

<table>
<thead>
<tr>
<th>Skill</th>
<th>Percentage of Employers that report their college grad employees are well-prepared (AASCU Hart Research, 2015)</th>
<th>Percentage of Employers of CSU-Global grads that report that their CSU-Global grad is performing Extremely Well or Very Well (CSU-Global Fall 2015 &amp; 2016; N = 128)</th>
<th>Percentage of CSU-Global grads that Strongly Agree or Agree that their CSU-Global education provided the identified skill (CSU-Global Spring 2017; N = 637)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with others in teams</td>
<td>37%</td>
<td>90%</td>
<td>72%</td>
</tr>
<tr>
<td>Current on technologies</td>
<td>37</td>
<td>90</td>
<td>83</td>
</tr>
<tr>
<td>Ethical judgment/decision-making</td>
<td>30</td>
<td>91</td>
<td>93</td>
</tr>
<tr>
<td>Oral communication</td>
<td>28</td>
<td>92</td>
<td>69</td>
</tr>
<tr>
<td>Written communication</td>
<td>27</td>
<td>91</td>
<td>94</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>26</td>
<td>94</td>
<td>95</td>
</tr>
<tr>
<td>Analyzing/solving complex problems</td>
<td>24</td>
<td>87</td>
<td>N/A</td>
</tr>
<tr>
<td>Working with people of diversity</td>
<td>18</td>
<td>86</td>
<td>89</td>
</tr>
</tbody>
</table>
Alumni 1-year after graduation survey results, Spring 2018.

- 95% of alumni were satisfied with their CSU-Global education
- 92% of alumni would encourage a friend or family member to attend CSU-Global
- Alumni self-report an average of 19% pay increase post graduation
- Alumni improved/changed their employment status
  - 28% secured a better job within their field
  - 20% secured a job in a new field
  - 22% received a promotion

Spring 2017