OPPORTUNITIES FOR INCREASING ONLINE STUDENT SUCCESS AND ENROLLMENT

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Palm Beach Atlantic University
• Welcome!
• Today’s Goals
  - Planning
  - Faculty Professional Development
  - Timeline
  - Successes and opportunities for improvement in 2020
  - Our Fall 2020 journey
    • PBA’s return to primarily in person courses (with live online elements)
• Student Success Tips and Tools
Palm Beach Atlantic University

• Offered Many Zoom/Canvas workshops March 11, 12 & 13, 2020 in person
• Campus closed 3-4 weeks, then reopened with limited staff. All staff returned in person in early August 2020 and faculty in person Fall 2020
• Used Respondus Lock Down Browser and Monitor for Proctored Exams (needed to purchase more seats quickly), some faculty used Zoom for proctoring
• Increased investment in online tutoring, PBA peer tutors used Zoom and Breakout Rooms
• Quickly realized the need for academic forms online-Coded Microsoft Office Forms
• Online training for faculty and students with Covid/CDC safety guidelines [https://www.youtube.com/watch?v=a34BTWn6vcc&t=4s](https://www.youtube.com/watch?v=a34BTWn6vcc&t=4s)
Late July 2020 welcomed students back for mini-mester “in person” classes

Online version of “Zoom” and “online teaching” workshops already developed-refined for HyFlex in late Summer/Fall 2020


Secured and installed equipment to make each classroom a “zoom room”-order your classroom equipment asap

Needed additional Zoom cloud storage space for class recordings

New residence hall allowed to use 2 older dorms as Covid rooms when needed

Offered “One on one” training with late July faculty and “open house” in several key classrooms day faculty returned to campus (9 am to 6 pm)

Installed “acrylic desk shields” in each classroom

Revised schedule to make use of best large spaces to use as classrooms.

Health check (mobile) daily includes temperature check for students & staff-Microsoft Form via Guardian Mobile App-Safety and Health uses (safety alerts, weather alerts, tech alerts and contract tracing alerts)
<table>
<thead>
<tr>
<th>Term</th>
<th>#Sections</th>
<th>#Enrolled</th>
<th>#Faculty</th>
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</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>83</td>
<td>712</td>
<td>51</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>120</td>
<td>1250</td>
<td>62</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>184</td>
<td>1791</td>
<td>63</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>380</td>
<td>3739</td>
<td>92</td>
</tr>
<tr>
<td>17-18 increase</td>
<td>6</td>
<td>-87</td>
<td>-6</td>
</tr>
<tr>
<td>17-18 % increase</td>
<td>7%</td>
<td>-14%</td>
<td>-14%</td>
</tr>
<tr>
<td>18-19 increase</td>
<td>64</td>
<td>541</td>
<td>1</td>
</tr>
<tr>
<td>18-19 % increase</td>
<td>53%</td>
<td>43%</td>
<td>2%</td>
</tr>
<tr>
<td>19-20 increase</td>
<td>196</td>
<td>1948</td>
<td>29</td>
</tr>
<tr>
<td>19-20 % increase</td>
<td>107%</td>
<td>109%</td>
<td>46%</td>
</tr>
<tr>
<td>17-20 increase</td>
<td>297</td>
<td>3027</td>
<td>41</td>
</tr>
<tr>
<td>17-20 % increase</td>
<td>358%</td>
<td>425%</td>
<td>80%</td>
</tr>
</tbody>
</table>
Adult Viewpoints 2017

ONLINE LEARNING AND THE BACK-TO-SCHOOL DECISION SURVEY

Adults see the value of higher education, but perceive it as out of reach due to a number of significant barriers.

HIGHER EDUCATION HOLDS THE KEY TO CAREER PROSPECTS

70% of adults believe it is “very important” or “somewhat important” to hold a bachelor’s degree to secure a job in the future.

3 OUT OF 4 INDICATE STUDENT LOAN DEBT IS PRIMARY HURDLE IN THE DECISION TO RETURN

73% cite increasing earning potential as top reason to return.

ONLINE LEARNING RANKED HIGH FOR QUALITY

76% of those who have considered going back to school judge the quality of online learning to be “excellent” or “very good.”

38% RANK ONLINE LEARNING AS THE BEST FIT FOR ADULT LEARNERS’ NEEDS

This survey was conducted by Full Circle Research in November 2017 with adults who have not completed a bachelor’s degree, and was commissioned by Champlain College Online.
About 38% of students with outside financial, work, or family obligations leave within their first year, according to the Lumina Foundation.

Dual Efforts

85% of university students work while in school.

Of undergraduate students in the US:

25% are raising children and

58% work while enrolled in college.
Recent Research Data

• Today’s online adult student
  - average 60% female
  - 64% white
  - 59% employed full time
  - 55% single

• More than one in three higher education students now take at least one course online. (Lederman, 2019)
Current Educational Trends & Issues

• Cross listing courses
• Workload calculations
• Attendance policies (considering Covid)
• Seating Charts for in person classes
• Contact tracing
• Limiting # of people in the study rooms- limited booking
• Checking in and out of buildings
• Paused offering some services which were “in person”
Learning Pyramid

Adapted from the NTL Institute of Applied Behavioral Science Learning Pyramid
A few good tools

• Virtual office hours- [https://youcanbook.me](https://youcanbook.me) or Calendly
  – My Spanish language short video about YCB: [https://youtu.be/xpbwl1WTMWo](https://youtu.be/xpbwl1WTMWo)
  – related video about YCB and Google Calendar in English: [https://youtu.be/_fR3to5k_4U](https://youtu.be/_fR3to5k_4U)

• Screencast-o-matic

• KeepVid

• TypeItIn ($) 

• Dragon Natural Speaking ($)
• Terrible name, great website!
• Simple to use and **FREE**
• No software to download
• Just need microphone
• Get a link/embed code or mp4 download
• Free trial will put their logo on bottom of your video
KeepVid

• Get your own source copy of ANY video online (including YouTube)
• Must have Java installed
• Works on PC or Mac
• Can select low, medium, or high quality
• Can select FLV, MP3, or MP4 format
TypeItIn

• create groups of buttons that will type information into **any** application.
• It can also run applications, open web pages, and you can create macros that will automate any repetitive things you do.
• 30-day free trial or $19.95 (only on PC)
Dragon Naturally Speaking

• Speech recognition software
• Operate your computer hands-free
  – Dictate documents
  – Search the web
  – Email
• PC or Mac versions
• Street price (on sale) $39
Online Polling

- https://www.strawpoll.me/
- Polldaddy.com
- Polleverywhere.com
- Socrative.com
- Todaysmeet.com
- Kahoot!

Before Class
In-Class Polling

- Polleverywhere.com
- Polldaddy.com
- Padlet.com
- Todaysmeet.com
- Titanpad.com
- Primarywall.com
- Clickers
- ABCD Student Response Card
- “Organic” Voting
Enrollment vs Retention Costs

- Recruitment efforts require substantial institutional expenditures (e.g., hiring of staff, travel funding, and marketing costs).
- Retention initiatives designed to manage student enrollment are estimated to be 3-5 times more cost-effective than recruitment efforts, i.e., it takes 3-5 times as much money to recruit a new student than it does to retain an already enrolled student (Noel, Levitz, & Saluri, 1985).
- A student who is retained at an institution for four years will generate the same income as four new students who leave after one year (Bean and Hossler 1990).

**COST OF RECRUITING A SINGLE UNDERGRADUATE STUDENT**

Current results with a comparison to the 2018 Cost of Recruiting an Undergraduate Student Report.

**Figure 1**

All 2018 results are from the 2018 Cost of Recruiting an Undergraduate Student Report.

<table>
<thead>
<tr>
<th>Cost of Recruiting One:</th>
<th>PRIVATE 2020</th>
<th>PRIVATE 2018</th>
<th>PUBLIC 2020</th>
<th>PUBLIC 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate student</td>
<td>$2,114</td>
<td>$2,357</td>
<td>$470</td>
<td>$536</td>
</tr>
<tr>
<td>Transfer student</td>
<td>$333</td>
<td>$302</td>
<td>$27</td>
<td>$32</td>
</tr>
<tr>
<td>International student</td>
<td>$585</td>
<td>$735</td>
<td>$125</td>
<td>$400</td>
</tr>
</tbody>
</table>

11 Tips for Improving Retention of Distance Learning Students

• Share with your students the online tutoring program information
• More tutoring-CWE, Faculty Office hours, advanced students, Student Support Services area (contact Felix to set this up)
• Metrics -Measure Success, Retention, Satisfaction, D/F/W rates, etc.-Helpful for Accreditation
• Focus on individual courses -Spotlight the ones that have the biggest problem with attrition
• Read the Research
Online Student Retention Strategies Cont.

- Peer Tutoring
- Use An “early alert” program
- Learning communities
- A student success course (PBA has FYE)
- Introduction to Online Learning-(send/receive email, discussion board post, quiz, download a Ppt, etc.)
- Faculty Involvement - needs assessment, planning and in their online courses. Students look for faculty to be present and engaged in the course.

From a study at Coastline Community College in Fountain Valley, California. Published in Faculty Focus: https://www.facultyfocus.com/wp-content/uploads/2015/02/Strategies-for-Increasing-Online-Student-Retention.pdf
Keys to Successful Online Programs

• Employ an early alert system
  - Focus on learning analytics to quickly determine student needs and provide needed service
  - Prioritize students who are most “at risk” and auto send personalized emails or text messages to students- (Lawson, Beer, Rossi, Moore & Fleming, 2016)).

• Employ Instant Notifications
  - Powerful method to instantly communicate with students (directly to their mobile device)
  - Use notifications built into their LMS (i.e. when quiz will close, when papers are due, when grades are posted)
  - May also employ instant notifications tool such as blackboard connect and activate notifications in the college/university’s mobile app.
Student success must be at the heart of the entire college/university. This will be evident via:

- Institutional effectiveness and college planning is critical to online learning success of students and programs
- Student/faculty interaction—research shows that increased faculty contact/student engagement is a key factor in student success online—avid and creating engaging courses
- Curricula infusion and systems approaches—students get a big picture of main topics in their course and major how those fit well together (and perhaps how they fit with other course main topics)—align with “real world” topics and careers
- Shared student affairs and academic affairs collaboration and mutual goals (Levy & Polnarie, 2016)
- Intentional Development of Learning Communities
Institution Orientation Experiences

- Online Learner Success
  - Capella, first course, 0 credit, self paced, finish in a few hours, can span a month-success strategies and institutional information
  - PBA New Online Student Orientation-self paced, four hours to complete, mix of OL learner success and institution information

- Other options:
  - Academic Research Techniques
  - Program Orientation Course
    - foundational, builds community

- Include: how to access the written record of the degree plan (advisor or degree planning system) and self-regulation and more specifically planning is crucial to the success of online students (Inan, Yukselturk, Kurucay & Flores 2017).
Orientations Should Include A Student Ownership Component

Students should work towards taking ownership of their college academics and experiences via:

• Research additional financial aid options, scholarships and questions

• Students need to make the connection between their coursework, program, major and career

• Learn how to use the college system to find and register for classes

(Levy & Polnarie, 2016)
Academic Strategies in Successful OL Programs

Academic engagement strategies which may will lesson student isolation and increase reflection and metacognition such as:

• Chat (virtual office hours, weekly test review, peer feedback on writing assignments) (Melkun, 2012)
• Personalized information based on student performance-conditional release & intelligent agents
• Controlled release of news item, content, quiz, etc. based on performance on previous tasks or other actions,
  - Create two news items (passing and not passing)
  - Not passing may receive additional remediation content
Finally, our presenters will explore ways to increase online student enrollment. They will share recent reflections and research on:

- Overall online enrollment continues to grow (Burns and McCormack, 2020), (Clinefelter and Aslanian, 2018)
- Ensure course quality is comparable to f2f courses and publicize that along with the flexibility of online learning
- Determine why the need/interest in online course/program growth
- Online learning students will follow other successful online learning students (Allen, Seaman, Poulin & Straut, 2016)
- Find grant money (Manchin, 2013)
• Use data to determine which courses are growing (wait list data)
• Reach out to those former online students and see what else they may be interested in taking in the future (amazon approach)
• Allow students no limit on registration of preferred courses (experienced online students get first choice of online courses/sections) (Christensen, Howell & Christensen, 2015)
• Determine what are the faculty inhibitors to online learning (i.e. need more financial compensation for tenured faculty to develop online learning so there are increased offerings in course sections and in a variety of course offerings/programs (Ortagus & Stedrak, 2013))
• Engage community advisement groups to aid in development of curricula and program offerings, especially valuable in allied health, public safety and applied science disciplines
• Develop marketing plan
Active Engagement Strategies: Transfer of Knowledge

• Replacement for traditional lecture

• A series of structured assignments
  – Video lectures (15 min maximum)
    • Pair with an online engagement activity
  – Podcasts
  – Reading Assignment

Before Class
Podcasts (i.e. Audioboom)

• Students won’t read the syllabus but they will listen to a podcast!...read them their weekly assignments in a podcast!

• Simple and free tool to create unlimited 10-min podcasts.

• No software to install - just need headset and microphone
Popcorn

• A quick way to generate a lot of ideas or judge the perception of something
• No formal rules
• Start with a clear question or prompt
• Being mindful of others, just shout out your idea
• Capture ideas for everyone to see
• Debrief
Jigsaw Activity

1. Home Group
   - Break Out
   - Expert Group
   - Report
     (3 minutes/person)

2. Home Group
   - Discuss

3. Jigsaw Activity
Carousel Activity

Question #1

Question #2

Carousel Brainstorming

Question #3

Question #4
1. Self-Reflection Activity

- What are you most concerned about as you move back to learning on campus?
- Of the new services or activities that you put online what do you think will remain and which do you think will fall to the wayside?
## One Minute Rendezvous

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did you learn in your small group?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>What ideas do you have to implement in your classroom (online or traditional on ground)?</td>
</tr>
</tbody>
</table>
Ajay Nair, President Arcadia College

“In this unprecedented time, we have to grow from disruption. We have to adopt a more entrepreneurial spirit, collaborate across boundaries, and think about our work in more interdisciplinary ways. But at the very core of all of that is to listen to and engage our students in more thoughtful ways to center them in our work.”

Chronicle 2020
Works Cited


• Esaki-Smith, Anna, (2021), As Pandemic Stress And Anxiety For Students Rise, Focus And Drive Key To Survive, Mar 4, 2021 Retrieved March 8, 2021 from: https://www.forbes.com/sites/annaesakismith/2021/03/04/with-pandemic-stress-and-anxiety-for-students-rising-determination-and-focus-key-to-survival/?sh=c4fa43233292


Questions?

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