Work Proposal for Online Data and Evaluation Team

1. Background

Valencia began offering alternative delivery courses in the early 1990’s, and as technology evolved and student demand grew, Valencia continued to increase the number of course and program offerings in both hybrid and online modalities (Meiller and Associates, 2013). Throughout the last decade, Valencia’s online learning practices evolved organically amongst our academic community, while federal and state regulations and requirements increased as the national demand for distance learning escalated and concerns regarding the quality of online learning grew (Allen and Seaman, 2014).

In 2013, Valencia commissioned Diane Meiller and Associates to perform a current state assessment of online learning which was completed in June 2013. This report was intended to “provide us with a shared understanding of where we are today, and lay the foundation for our collaborative planning of how best to move forward in ways that are consistent with Valencia’s learning-centered culture, while embracing the elasticity for change that may be required” (Sandy Shugart, 2014). During the assessment, several recurring themes emerged through interviews, group sessions, survey results and data analysis (Meiller and Associates, 2013). These themes represent several areas where we have opportunities to improve, particularly in terms of providing a consistent experience to students and faculty. To explore these areas, the Learning Leadership Council will commission short-term work teams to design and in many cases implement strategies, processes, practices and/or tools that will increase online student success, decrease the gap in success between instructional modalities, and improve the student experience in online and hybrid courses.

2. Charge and Work Products

This long-term team (two years) will establish an on-going assessment plan for online learning that deepens our understanding of trends in learning success, examines the effectiveness of strategies, processes and interventions resulting from approved work plans, and informs our future direction in online learning. The assessment plan will include: key performance indicators consistent with outcomes identified in the strategic plan; increased frequency of reporting to academic leaders and the college-wide community; a consistent approach to interpretation of data; inclusion of existing data and opportunities for enhancement; utilization of predictive analytics and other decision-support tools/solutions; and evaluation of processes, strategies, interventions, and tools associated with the online learning work plans. The work of the data and evaluation team will emphasize collaboration with the college-wide Data Strategy Team, Campus Presidents, Deans and college-wide leadership and provide data useful to campus-based and college-wide audiences.

3. Known Constraints, Criteria, or Design Principles

Design Principles:

- Work teams will focus on strategies, interventions or improvements that will increase online student success, decrease the gap in success between instructional modalities, and improve the student experience in online and hybrid courses.
- Work teams will analyze Valencia’s current processes, practices and tools in order to recognize effective strategies and identify areas of improvement; as well as explore new opportunities from the literature and other successful models.
• Work teams will use data to inform recommendations.
• This work team will function as long-term team, focusing on both design and implementation.
• Work teams will examine the feasibility of recommendations in relation to budget, staffing, technology requirements, and interactions with existing college systems.
• Work teams will “fast-track” recommendations that are immediately actionable strategies, as necessary.
• Other design principles will be determined by each work team.

4. Relevant Strategic Goals

This work is in direct support of Valencia’s Strategic Learning Plan goals Build Pathways and Learning Assured.

5. Council Overseeing the Work

Learning Leadership Council

6. Sponsors of the Work

Susan Ledlow, Vice President, Academic Affairs and Planning

7. Decision-making Authority

Learning Leadership Council

8. Internal Stakeholders or Constituents

Faculty, Deans/IAC, Faculty Association Leadership, Campus Leadership Teams, Institutional Research, Office of Information Technology,

9. Preliminary List of Team Members

• Co-chairs - Daryl Davis (Institutional Research), Page Jerzak (Online Teaching and Learning)
• Faculty Association Leadership representative (appointed by FC)
• Two Faculty Members (appointed by FC)
• Three Deans (one per campus cluster; appointed By IAC)
• Lauri Blasi (Institutional Assessment)
• Alex Larzabal (OIT)
• Student Affairs representative (appointed by VP Student Affairs)
• Christina Hardin (New Student Experience)
• Susan Ledlow, VP, Academic Affairs
• Wendi Dew, AVP, Teaching and Learning

10. Deadline for Work Products

The timeline is as follows:

<table>
<thead>
<tr>
<th>February 2015</th>
<th>March to June 2015</th>
<th>September to December 2015</th>
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<tbody>
<tr>
<td>Share draft work plans with Learning Leadership Council</td>
<td>March to June – Work teams conduct analysis; design and</td>
<td>September – Work teams finalize plans</td>
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Contact co-chairs

Form work teams via application process (based upon skills and interest); partner with Campus Presidents, IAC, FC, VP of Student Affairs, and CIO for membership

Convene Co-chair Team

develop strategies and products; communicate with and seek feedback from stakeholders

April and June – Co-chair Team meets to discuss progress

June – Work teams report progress to Learning Leadership Council and seek feedback

May or June – Convene Online Learning Summit/Symposium; work teams communicate progress and seek feedback

September – Co-chair Team meets to discuss progress

October – Work teams provide final reports to Learning Leadership Council

November – TBA

Implementation teams begin work according to approved implementation plans

*Note: Work teams may work and produce recommendations faster than articulated in the draft timeline.

11. Proposed Meeting Times

Twice per month in March through June, then monthly from September to December, with exact meeting dates and times according to membership. Meetings will extend into the subsequent year, and frequency will be determined according to need.