



Instant



The Online Scholar-Mester Project to Pathway Study

Student Success for the Instant Student.

Founded By: Tuesday S. Hambric, PhD

Presented: June 6-10, 2015

Location: Phoenix, AZ

Hosted by: The League of Innovation

Welcome to this Briefing Session

Participant Introductions

Please tell us your:

Name

School name

Working title

What do you expect to gain from
this workshop experience?

OSMP Outline

- Introduction to the Host Institution
- Defined OSMP
- Purpose
- Goals
- Methodology

- Results
- Conclusion
- Recommendations
- OSM Project to Pathway Application
- Q&A Session



Instant



Brief Introduction to the Host Institution

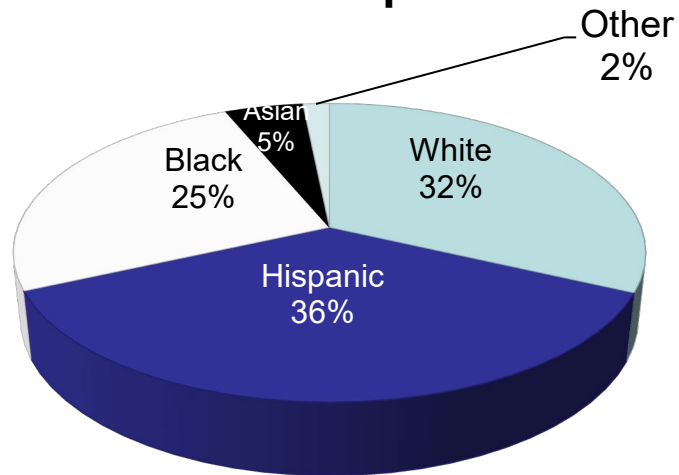
Eastfield College

Host Institution

Eastfield College is one of seven, two-year community colleges within the Dallas County, Community College District in Dallas Texas.

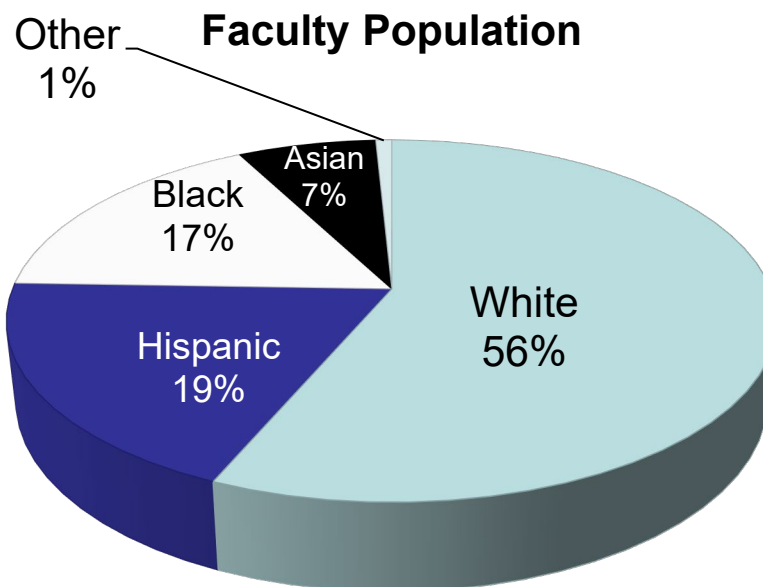
- Annual Enrollment: 15,000
 - 40% Males
 - 60% Females
 - 22% Full-time
 - 78% Part-time
- Average Student Age 26
- Student Demo—(see chart)
- No Housing
- Major Mode of Transportation is by Car or Bus

Student Population



Host Demographics

- Faculty Population
 - 603 Faculty
 - 49.6% Males
 - 50.4% Females
 - 21.7% Full-time
 - 78.3% Part-time





Instant

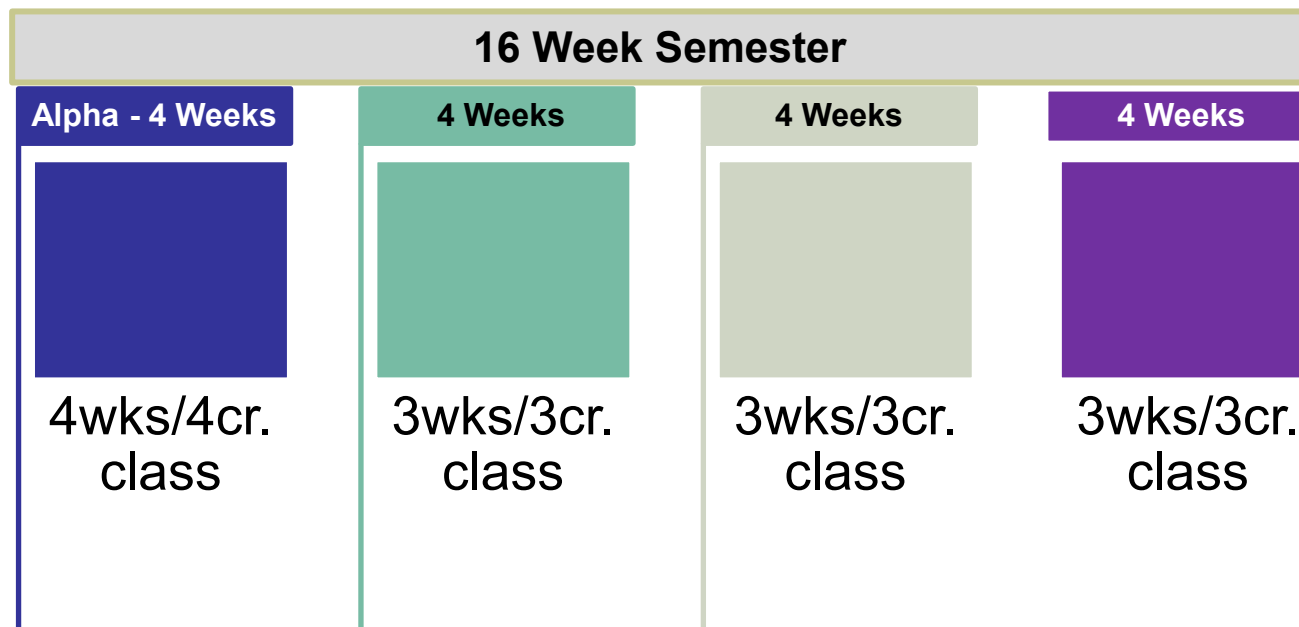


Online Scholar-Mester Project to Pathway

Overview

Definition:

The Online Scholar-Mester Project to Pathway (OSMP) is a *best* practices, “research-based” approach to teaching and learning. More specifically, it is a rigorous and creative series of three or four week *online* classes operating within a sixteen week coordinated block schedule.



Project to Pathway's Purpose

OSMP's Purpose:

To be an innovative solution to the declining *online* completion and success rates. Also, to create a pathway that helps reveal my theory, *The Instant Student*.

The Instant Student Defined:

The *Instant* student or *Instant* students (*new term*) is defined as a mix generation of students who share some key Generation X characteristic.

- Lots of technological stimulation.
- Possess academic intensity but not academic endurance.
- Desires instant feedback and instant gratification as a means of motivation.

Project to Pathway's Goals

The Goals of the Experiment :

- 1) To explore the OSMP as a **successful** and **sustainable** solution to the low *online* completion and success rates.
- 2) To explore the idea that shorter classes will better serve today's *Instant* student.

Successful Outcome Defined:

Success is defined as an overall 10% increase in both the completion rates and the success rates. Furthermore, such an increase would support the idea that shorter classes better serve the *Instant* student.

Project to Pathway Methodology

Type of Study	Experimental (Office of Research Integrity, 2015).
Manipulations	Introducing the three (3) week classes <u>during the regular</u> Fall and Spring 16 week semester.
Control Group	Sixteen (16) week <i>online</i> classes.
Treatment Group	The five, three week classes <i>online</i> : EDUC/PSYC 1300; ENGL 1301; HIST1301; MATH 1314 and MATH 2342.
Sample Size & Sample	25 reading met participants (college level reading).
Random Selection & Assignment	All qualified participants shared an equal opportunity to self-select and self-assign.

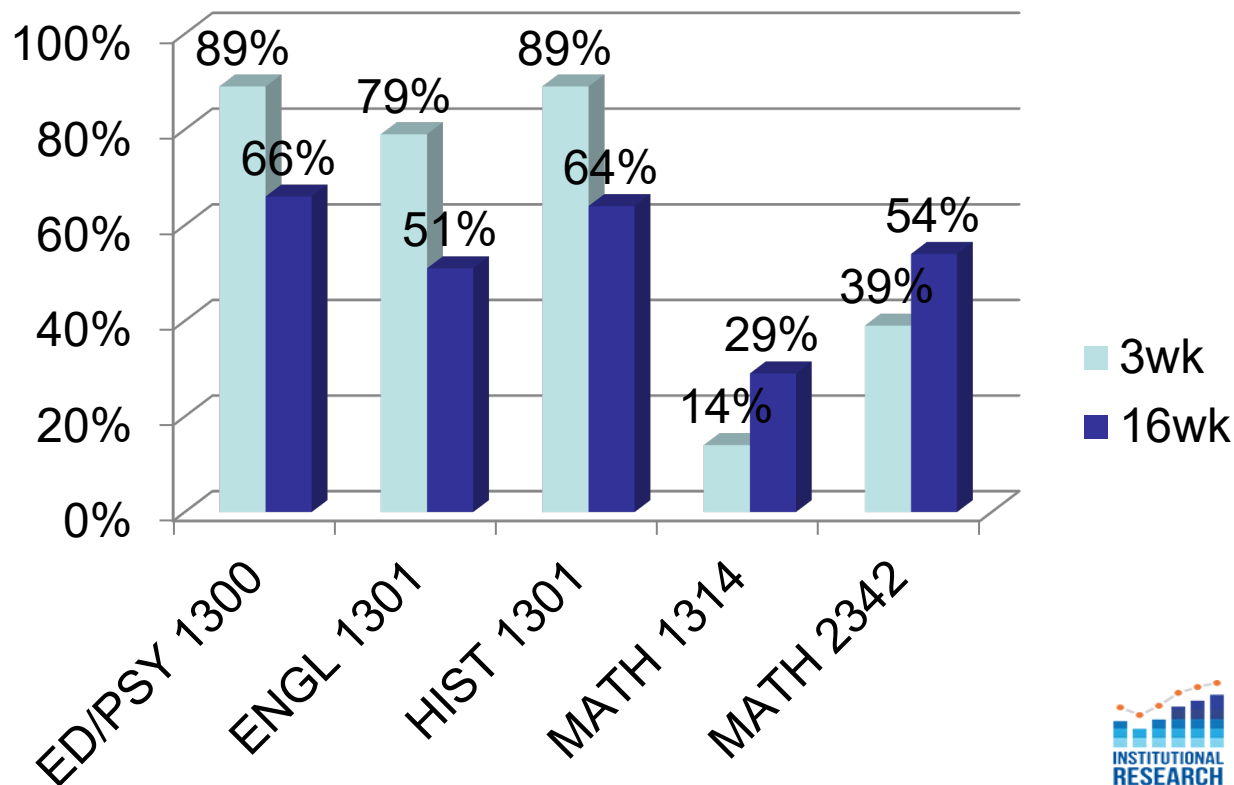


Instant



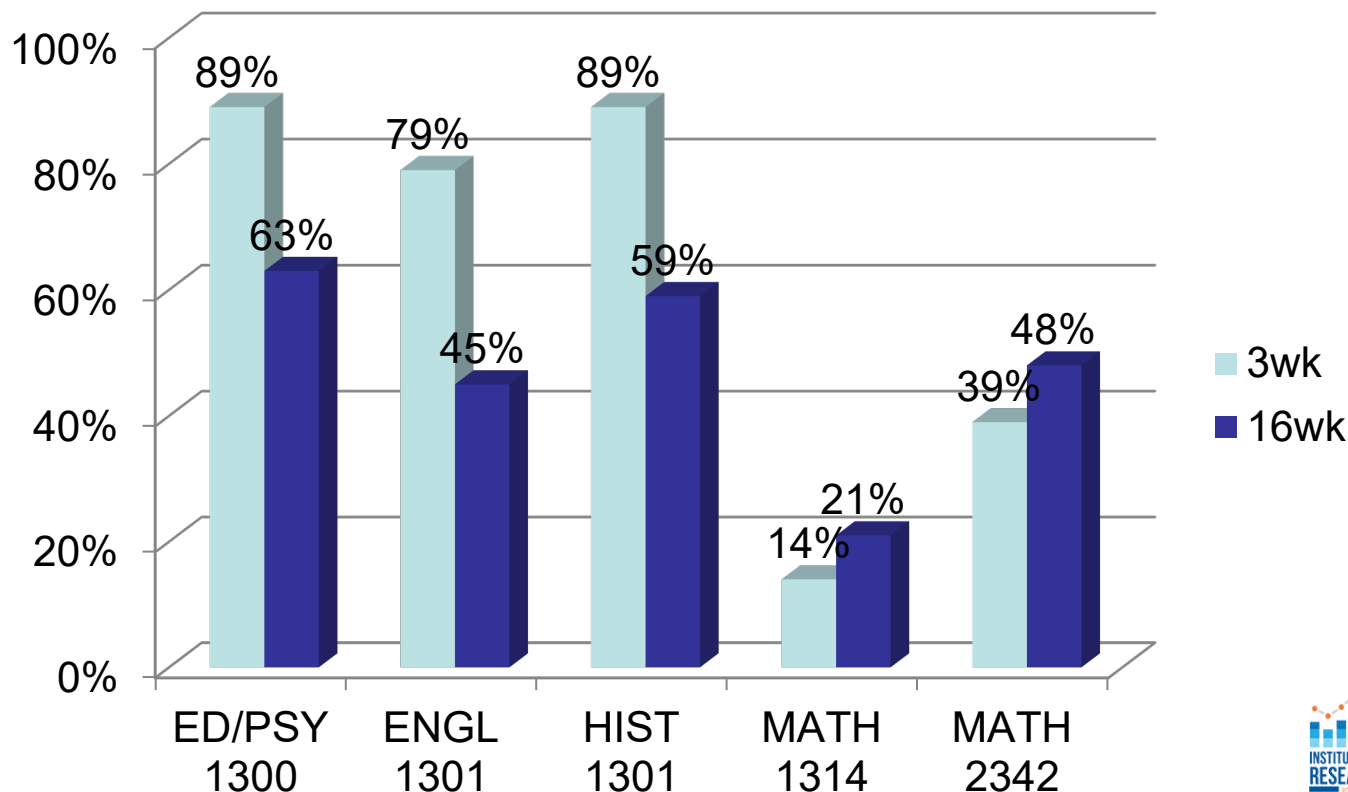
Results

Results 1: Completion Rate



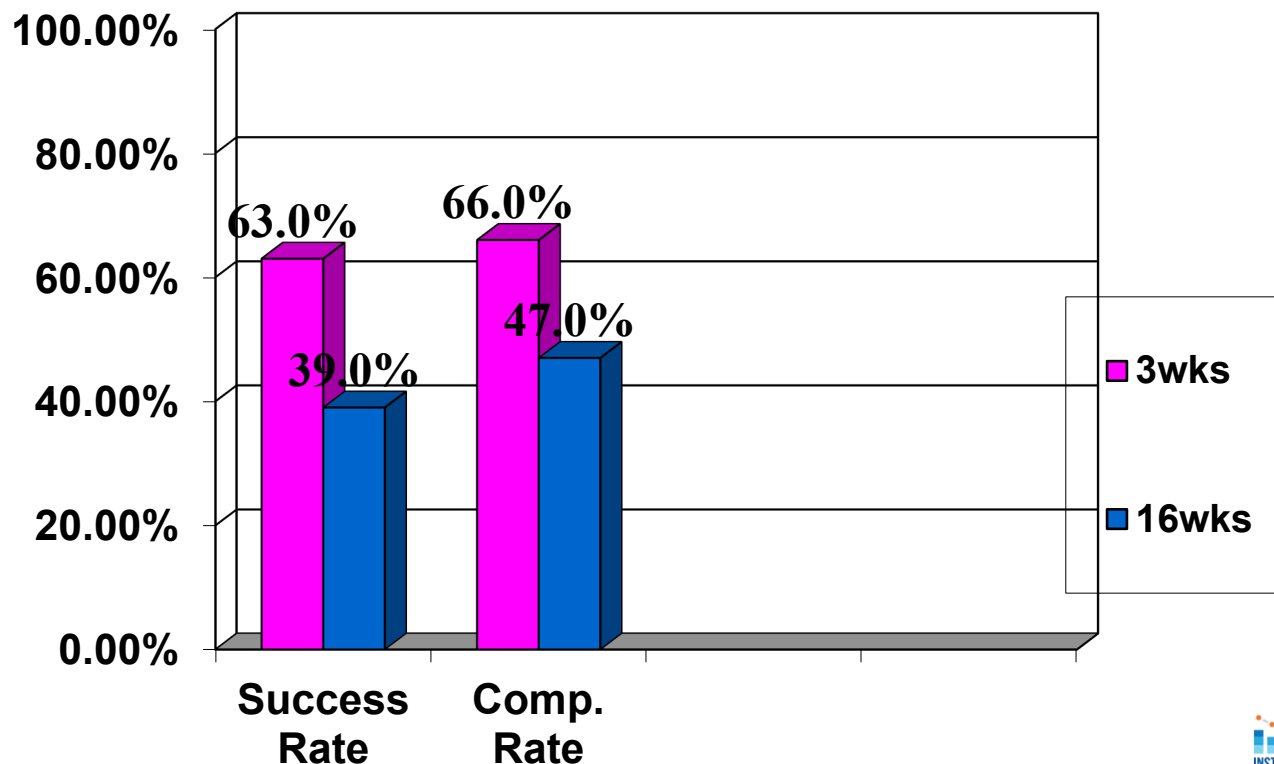
The Results: The results showed significant gains in all areas, except math. However **developmental math produced no risk results**. For the full report go to <http://libguides.eastfieldcollege.edu/c.php?g=209749>

Results 2: Success Rate



The Results: bared significant gains in all areas, except math. However **Developmental math showed results like its 16wk class—88% com. and 58% suc.** Thus we conclude, the OSMP 3wk class poses little to no risk offered as an alternative fast track to the 16wk Dev. math sequence. For the full report click <http://libguides.eastfieldcollege.edu/c.php?g=209749>

Overall Results



The Results: The OSMP yielded a 24% increase in the overall success rate and a 19% increase in course completion rate.

OSMP Conclusion

- The OSMP presented itself as a viable solutions to low *online* completion and success rates.
- The OSMP study would need to be upgraded to an experimental study that used the characteristics of the *Instant* student as way to defined the study's controls, random selections and random assignments. By doing this, the ability of the researcher to generalize more confidently will be supported by the study's validity and the reliability measures.
- With that said, it stands to reason that the *Instant* student; however mixed in this study, faired much better success as an OSMP student verses the 16 week student.

Recommendations

- Retain the status of pathways.
- Continue data collections for three years.
- Provide the best manpower, an eDean, an OSMP coordinator and an eAdvisor.
- Keep the course offerings as a la carte.
- Require mandatory online student training prior to OSMP enrollment.
- Provide “High Touch” best practices training.
- Strategically schedule the more difficult math and science courses.
- Strategically grow the course offerings using enrollment numbers and student enrollment practices.



Instant



Questions & Discussion

References

1. Hambric, T. (2014). *Online Scholar-Mester 2014 Report*. Eastfield College Library Guides. Retrieved on May 1, 2015 from <http://libguides.eastfieldcollege.edu/c.php?g=209749&p=1383797>
2. Rodriguez, R. (2015). *The Office of Institutional Research and Decision Support*. Eastfield College, Mesquite: TX.
3. Office of Research Integrity (2015). *Descriptive Research*. Retrieved on May 27, 2015 from <http://ori.hhs.gov/education/products/sdsu/index.html>.

Recommendations

- Firmly set up your study defining parameters prior to engaging in the study.
- Make sure your research department is fully aware of your study. They can help save time; and they can help you produce better results by being involved during the planning process.

Project to Pathway Application

Suggested Guidelines for Implementations:

1. Survey and compile a list of all your fast-track classes.
2. Map out your list of classes to fit an already established completion track or pathway (e.g. core complete, AA, AAS, Certificates, etc.).
3. Name your pathway. Then create a vision, mission, and goals.
4. Set-up the experiment on paper and consider the cost.
5. Recruit head stakeholders (e.g. All Faculty-both pilot and future; President, VP of Instruction, Deans, Researcher, Online Curriculum Design Tech, Advisors, Financial Aid Advisors, Bookstore Rep, Marketing, etc.).
6. Market and carry out the experiment.
7. Make adjustments as needed.
8. Conduct workshops (e.g. ADA Compliance, Online Best Practices, etc.
9. Hire Coordinator to continue numbers 5-9 and whatever else that is needed to see the program through to its continued success.



Instant



Questions & Discussion

References

1. Hambric, T. (2014). *Online Scholar-Mester 2014 Report*. Eastfield College Library Guides. Retrieved on May 1, 2015 from <http://libguides.eastfieldcollege.edu/c.php?g=209749&p=1383797>
2. Rodriguez, R. (2015). *The Office of Institutional Research and Decision Support*. Eastfield College, Mesquite: TX.
3. Office of Research Integrity (2015). *Descriptive Research*. Retrieved on May 27, 2015 from <http://ori.hhs.gov/education/products/sdsu/index.html>.