

Dutchess Community College

“Gatekeeping Results Packet”

- I. Policy Report Spring 2010
- II. Letter to Online Students
- III. SUNY SOL Summit Presentation
PowerPoint

Dutchess Community College
Dr. Mary Louise Van Winkle Professional Staff Teaching Learning Center

Online Course Policy Summary

Background and Rationale

Student success and persistence in online courses has always been, and continues to be, a focus of the Mary Louise Van Winkle Teaching Learning Center. Assessments of online offerings include comparison of local data on persistence rates to peer institutions and examination of grade distributions disaggregated into several demographic groups. Online persistence rates consistently in the range of 60-65% has prompted us to initiate a review of best practices for promoting online retention and the development of a multifaceted approach to improving student retention in online courses that includes development of an online student orientation module, coordinated student outreach efforts, the Quality Matters pilot program for peer review of online courses, and the newly implemented Online Course Policy.

Research conducted by Genesee, Monroe, and Erie Community Colleges presented at an SLN conference in December of 2008 indicated that low grade point average and lack of previous college course experience were risk factors for students in online courses. This research seemed to confirm work that had been done locally by Marty Triola of the DCC math department in 2005. Examination of more current results here at DCC corroborated that earlier DCC study.

A policy for enrollment in online courses was developed in Spring 2009. This policy as stated in the DCC catalog requires that: "All continuing students enrolling in online courses must have a cumulative grade point average (CPA) of 2.5 or higher. All full-time students must have successfully completed 12 credits before enrolling in an online course."

Initial plans for implementation of this policy in fall 2009 through Banner met unanticipated technical obstacles. As a result the policy was not put into operation until registration for the Spring 2010 semester.

Implementation Procedure

Since efforts to develop a technical solution that would use Banner to block ineligible student from registering in online courses have not yet been successful, the online course policy is currently implemented much like "failure to meet prerequisite" requirements. A report is generated from Banner that identifies students who are incorrectly registered in online courses based on credit and GPA restrictions. The TLC verifies the student's status, drops the student from the online course(s) and send sends a letter notifying the student. A sample of the letter sent can be found in Appendix I. This process is completed once during the registration period and is based on the student's current grade point average, and a second time after grades have been posted and a new grade point average has been calculated. The goal is to allow students the opportunity to register for an equivalent on-campus class. A sample of the student letter is included in Appendix I.

Spring 2010 Results

For the Spring 2010 semester the first drop report was run on December 15th, 2009. A total of 25 students were dropped affecting 52 course enrollments. Most of the students had CPA's in the 1.1-2.0 range, with 5 students at 1.0 or lower. An interesting finding was that 16 out of the 26 students affected were attempting to take more than one online course and 6 of those students were attempting to take three or more online courses in a single semester. Only one new full-time student was dropped from a course based on lack of previous credits.

The second implementation of the policy occurred on January 4th, 2010, and was processed after the Fall 2009 GPA's were calculated, but before the Academic Standards Committee processed Academic Probation and Dismissal. In the second round, all drops were based on low CPA. No students were affected by the credit restriction. Students are again found to be registering for multiple online courses when affected by a CPA risk factor. After noticing this trend in the previous drop report, method of registration was tracked to see if at-risk students are obtaining proper advisement for taking online courses. A slightly greater number of students (17) registered through the web than registered in person (15).

The December results were also revisited after the Academic Standards Committee processed Dismissals and Probation. 17 out of 26 students processed in December were found to either have been dismissed from the college or placed on academic probation for the Spring 2010 semester. By dropping these students from the courses in December and early January, spots were opened up in these courses for qualified students.

Overall, the two drop procedures did not adversely affect overall online enrollment. No online courses were cancelled and the majority began the semester at or very close to the max. Enrollment for Spring 2010 was 1,145 students as compared to 1,040 at the start of the Fall 2009 semester. The chart below provides some description of the grade point averages of the students affected by the process. Appendix II shows the number of registered courses of individual students sorted by GPA.

<u>Statistics of GPA of Students dropped from Online Courses</u>	
Mean	1.352678571
Median	1.345
Standard Deviation	0.555489926
Range	2.25
Minimum	0.17
Maximum	2.42
Count	56

The Future

With the institution of the online course policy, DCC continues to make steps towards mitigating the risk factors for online success and helping students succeed in their courses and programs. The online course policy joins the student success initiatives implemented by the TLC, including the online student orientation and the student outreach program.

Efforts are still underway to develop a mechanism that will block students from registering from an online course, rather than removing students after they have registered. In the meantime, we hope to institute a mechanism that would warn students at time of registration of their risk factors and refer them to an advisor. This will both automate the process and allow for proper advisement of potentially at-risk students to occur.

Appendix I - Sample of Online Course Drop Letter

December 2009

<<Address>>

Dear <<Student>>:

A review of your records indicates that you do not currently meet the academic requirements for enrollment in an online course at Dutchess Community College. Accordingly, the following courses will be removed from your schedule for <<Semester>>:

<<List of Courses>>

The DCC Online Course Policy, stated on page 26 of the DCC Catalog, states:

"All continuing students enrolling in online courses must have a cumulative grade point average (CPA) of 2.5 or higher. All full-time students must have successfully completed 12 credits before enrolling in an online course."

Please make sure that you review your schedule immediately to avoid possible loss of full-time status or financial aid rewards. If you wish to register for an additional course or courses, please contact the Office of the Registrar by phone at 845-431-8020, or in person in the Orcutt Student Services Center, room 201.

A handwritten signature in cursive script that reads "Chrisie Mitchell". The signature is written in black ink on a light-colored background.

Chrisie Mitchell

Associate Director

Dr. Mary Louise Van Winkle Teaching Learning Center

Appendix II - # of Registered Courses by Student CPA

Student CPA	Student ID	# Registered Courses by Student
0.17	725	1
0.23	134	2
	312	1
0.44	954	3
0.46	415	2
0.47	526	4
0.67	277	2
0.77	708	4
0.81	315	1
0.82	4	2
0.92	337	1
0.94	202	3
1.00	369	4
1.02	657	2
1.03	25	2
1.04	167	1
1.07	749	1
1.08	839	1
1.17	152	1
	505	1
1.20	789	2
1.21	329	6
1.22	36	1
1.26	815	1
1.28	774	2
1.29	0	1
1.33	34	1
	883	2
1.36	608	2
1.43	580	2
1.45	393	5
1.50	443	1
	572	1
1.51	880	2
1.52	359	2
1.54	388	1
1.56	270	1
1.57	431	4
	433	2
1.58	318	1
1.59	7	1
1.67	734	1
1.72	616	1
1.73	139	3
1.82	493	4
1.84	115	4
	984	2
2.00	826	4
	229	2
2.11	251	2
2.15	654	1
2.19	720	1
2.20	100	1
2.33	769	6
2.42	261	1
	353	2

Appendix II - # of Registered Courses by Student CPA

DUTCHESS

COMMUNITY COLLEGE

December 2009

<<Address>>

<<GREETING>>:

You have registered for an online course at Dutchess Community College. Dutchess Community College currently offers online courses through the SUNY Learning Network on the ANGEL learning management system. Online courses offer great flexibility but require you to diligently manage your time. Taking an online class requires just as much time and effort as a class held on campus, if not more. Almost all your information, instruction and communication with the instructor will come in the form of written words. You will be responsible for initiating contact with your instructor when you don't understand something. Be persistent. Be consistent. Log into your course and communicate with your instructor on a regular basis. It is important that you establish your online presence and participate almost daily in your online course.

Getting Started:

Go to <http://mydcc.sunydutchess.edu>. You must have your myDCC username and password.

Click on the **My Courses** tab. You will see the **Angel Learning Logo** and a link to **SLN Angel**.

If you have trouble logging in, please contact the DCC Help Desk at 845-431-8000 extension HELP (4357). Please have your student ID card ready when you call. You will also be asked to provide the last four digits of your Social Security number. Hours of operation are Monday through Friday from 8 am to 9 pm.

IMPORTANT NOTICE:

If you are enrolled in **MAT091-62A**, **MAT100-61A**, or **MAT184-62A**, please be aware that your course requires a cumulative proctored final exam during the final week of the course. The exam will take place on the DCC main campus, but alternate proctoring arrangements can be made if you are unable to travel to the DCC main campus.

If you are enrolled in **BUS103-61A**, **WFE101-200**, or **WFE101-67A**, please be aware that your course is a hybrid course, with at least one meeting at the DCC campus during the semester.

You will be able to **access your online course as of Monday, January 11th, 2010. Class will begin on Tuesday, January 19th, 2010.** The extra time is designed to give you time to familiarize yourself with the online format and the SLN system. It is important that you sign on to your course as soon as possible to complete the orientation exercises and the icebreaker activities your instructor has created. You must be familiar with the online format and ready to begin your online course on the first day of classes, **Tuesday, January 19th, 2010.**

Good luck in your online endeavors!

Chrisie Mitchell

Associate Director, Dr. Mary Louise Van Winkle Teaching Learning Center



SUNY SOL Summit – February 24th – 26th, 2010

ONLINE STUDENT SUCCESS INITIATIVES AT DUTCHESS COMMUNITY COLLEGE

Outline

- ◎ Introduction to Online Education at DCC
 - Demographics
 - Site-specific “quirks”
- ◎ Risk Factors – What to address at an institutional level?
- ◎ Student Success Initiatives
 - “Student Success Timeline”
 - Individual Initiatives
- ◎ Q & A



Online Education at DCC

DCC Facts

- Established in 1957
- Located in Poughkeepsie, NY
- Lowest tuition of any College or University in NY State
- 66% of Dutchess County Residents who attend a SUNY college are enrolled at DCC.
- 96% of DCC graduates who transfer to SUNY schools graduate.
- 9,794 enrolled students Fall 2009

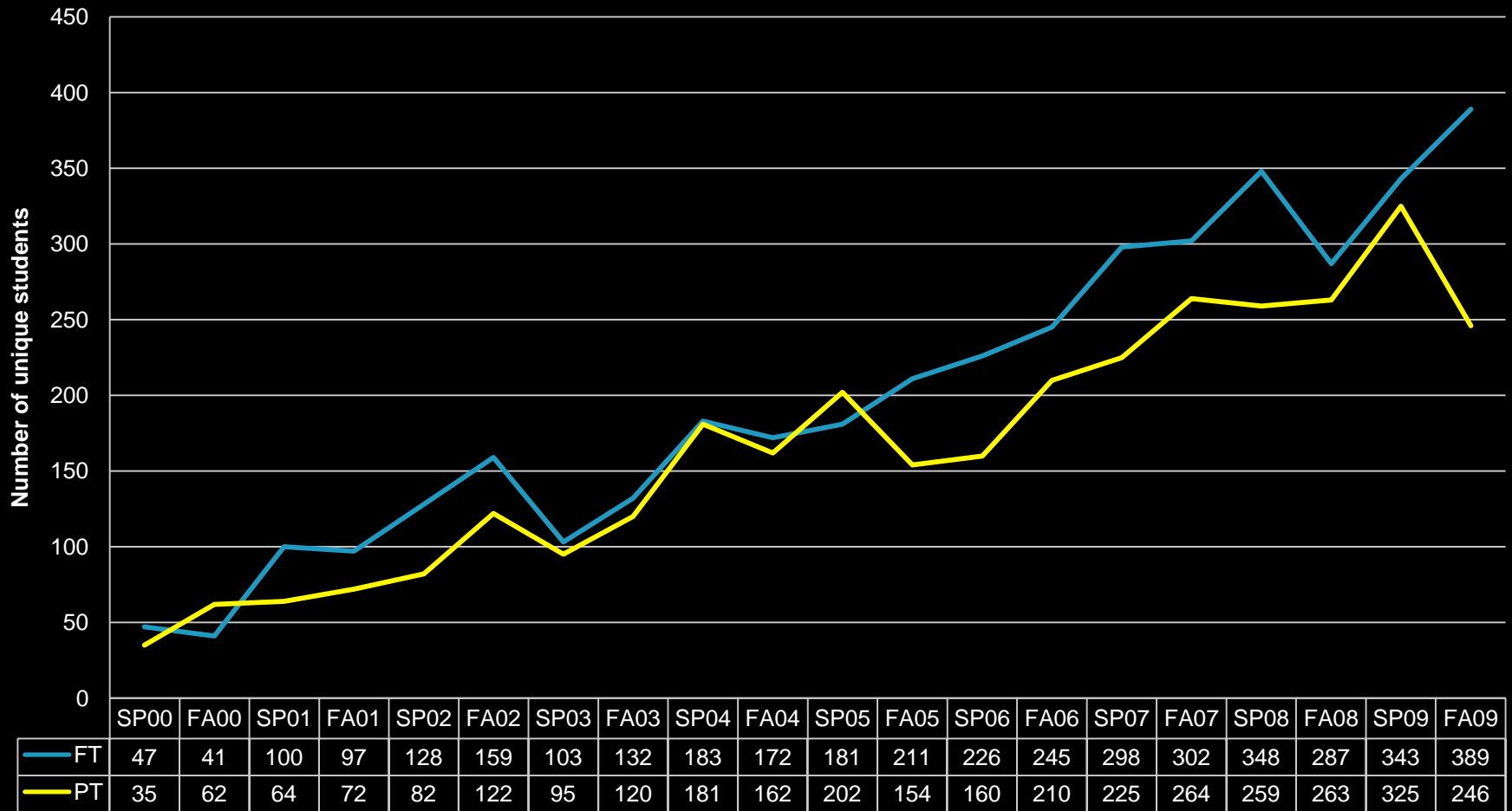


DCC Online Education Facts

- **55** online offerings in Spring 2010
- DCC offers online courses from all 10 academic departments
- DCC does not offer online programs at this time
- **1,155** enrollments at the beginning of SP10

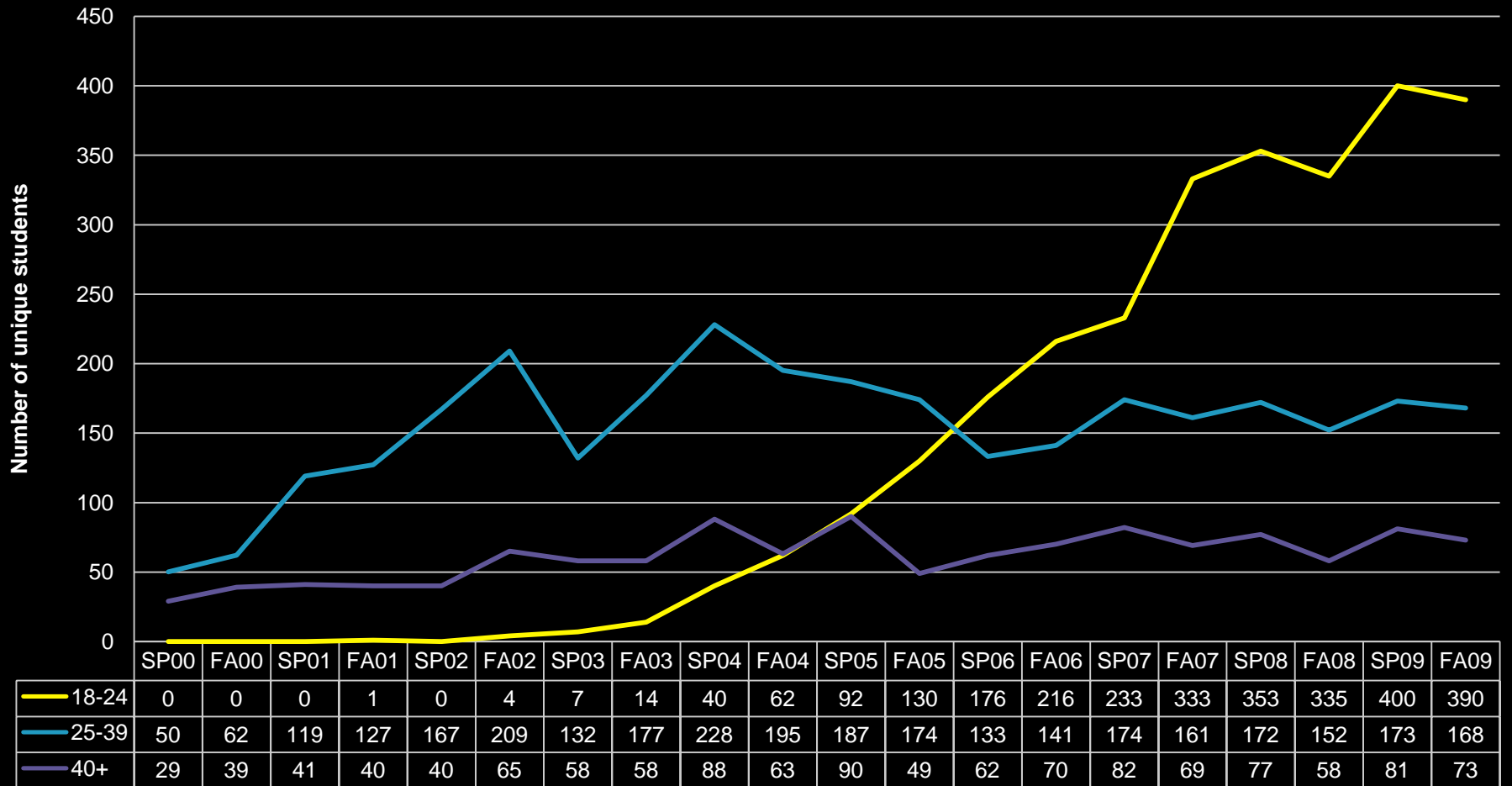
Online Demographics – FT vs PT

Full Time Vs. Part Time



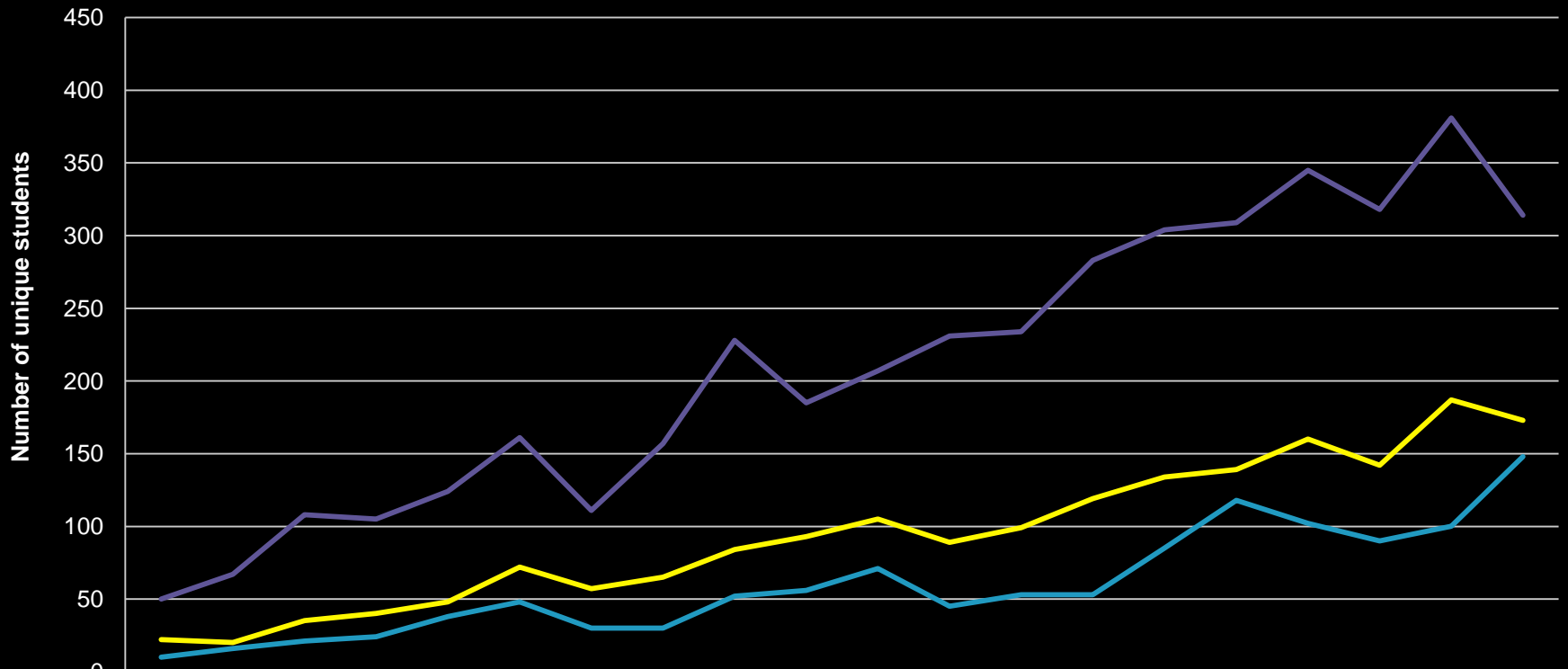
Online Demographics - Age

Age of Online Students



Online Demographics - Credits

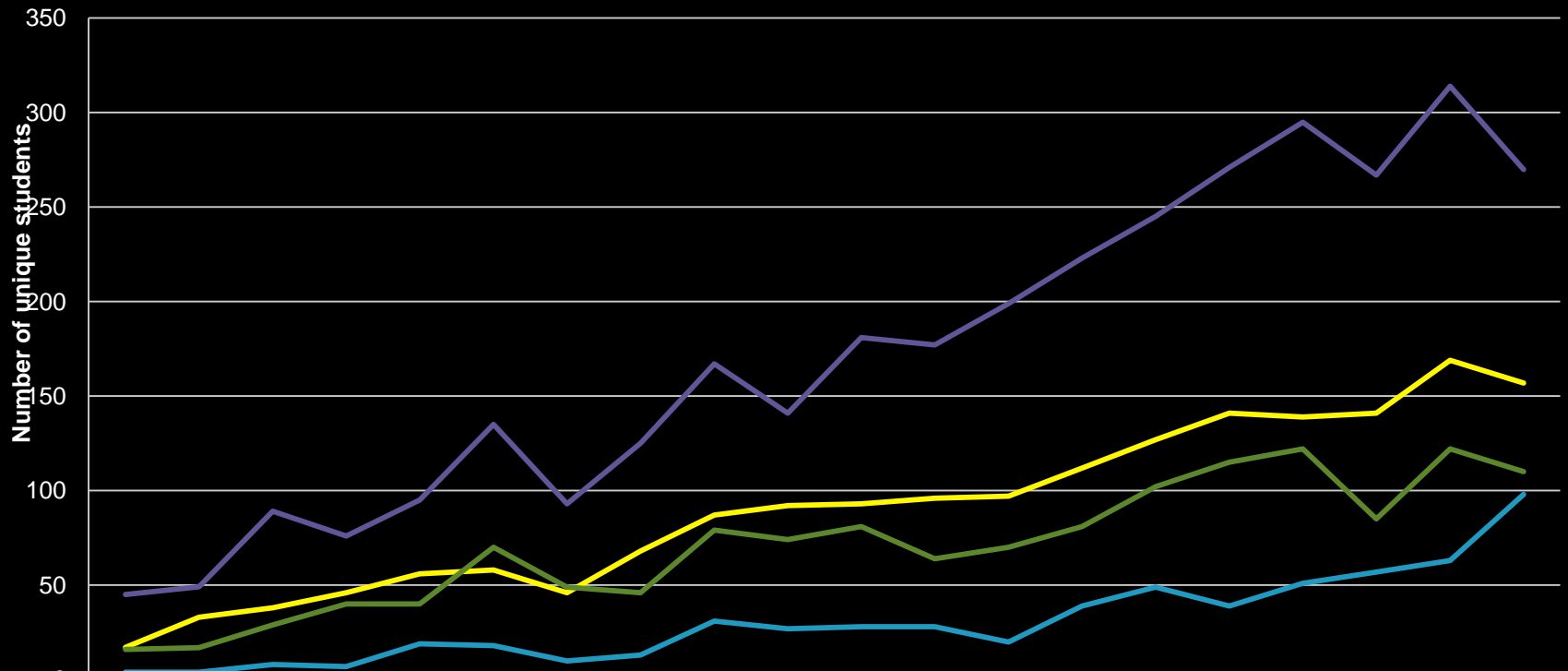
Credits



	SP00	FA00	SP01	FA01	SP02	FA02	SP03	FA03	SP04	FA04	SP05	FA05	SP06	FA06	SP07	FA07	SP08	FA08	SP09	FA09
0-11	10	16	21	24	38	48	30	30	52	56	71	45	53	53	85	118	102	90	100	148
12 - 29	22	20	35	40	48	72	57	65	84	93	105	89	99	119	134	139	160	142	187	173
30+	50	67	108	105	124	161	111	157	228	185	207	231	234	283	304	309	345	318	381	314

Online Demographics - GPA

GPA



	SP00	FA00	SP01	FA01	SP02	FA02	SP03	FA03	SP04	FA04	SP05	FA05	SP06	FA06	SP07	FA07	SP08	FA08	SP09	FA09
0-1.49	4	4	8	7	19	18	10	13	31	27	28	28	20	39	49	39	51	57	63	98
1.5-2.49	17	33	38	46	56	58	46	68	87	92	93	96	97	112	127	141	139	141	169	157
2.5-3.49	45	49	89	76	95	135	93	125	167	141	181	177	199	223	245	271	295	267	314	270
3.5-4.0	16	17	29	40	40	70	49	46	79	74	81	64	70	81	102	115	122	85	122	110



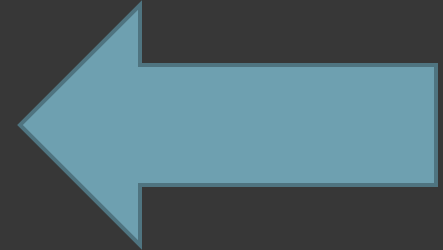
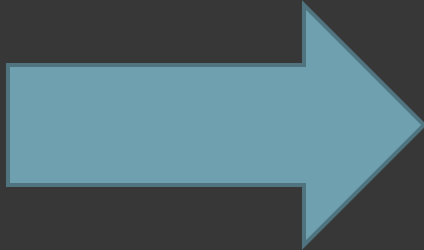
Online Education – The “Quirks”



- DCC does not have completely online admission at this time.
- New students, FT or PT, must register in person.
- Web Registration is closed well before the start of a semester. Example: Web Reg closed January 4th, semester began Jan 19th.
- Advising – Most students self-advise or use the advising center.
- Helpdesk – there was no Helpdesk devoted solely to student assistance with logon and LMS issues.

Teaching Learning Center

- Organizational Structure





Planning for Online Student Success

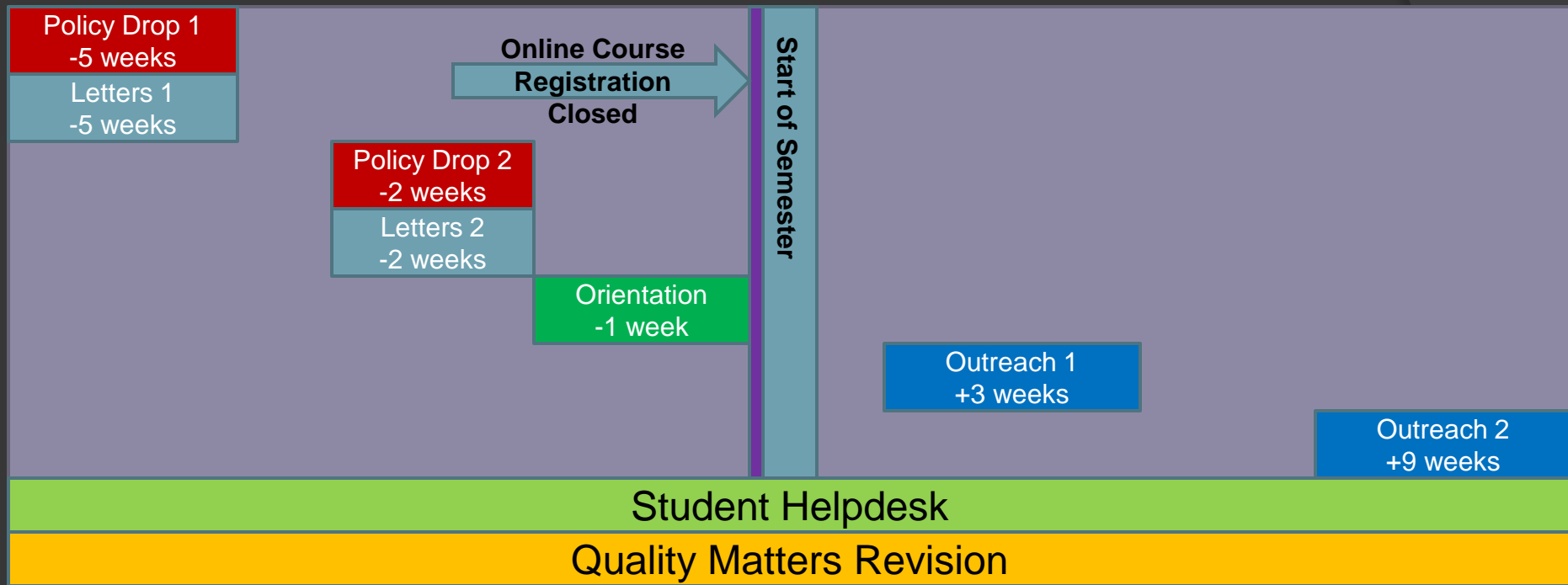
Risk Factors for Online Success

- Learning Style
- Previous college success - GPA
- First-time DL student
- Technical Factors / Business Processes
- Gender
- Developmental Needs
- Engagement and Course Design
- Age
- Poor Advising
- Time of Registration

Other Factors to Address

- Do students know they're signing up for an online course?
- Do students understand their particular course has a proctored exam?
- Do students understand that hybrid courses have scheduled meeting times?
- Where can students find help tailored to their needs?

Timeline for Success



Sample Dates

- Policy Drop 1/Letters 1 – December 15-18th, 2009
- Policy Drop 2/Letters 2 – January 4th-8th, 2010
- Orientation Start – January 11th, 2010
- Semester Start – January 19th, 2010
- Outreach 1 – February 10th, 2010
- Outreach 2 – March 25th, 2010



Student Success Initiatives

Step 1 – Online Course Policy

- **Addresses Time of Registration, Poor Advising, Previous College Success, First-time DL Student**
- **Early End of Registration**
 - Online classes are closed for registration the Friday before classes officially begin.
 - Online classes do not have a “drop/add” period.
 - Ensures that all students are at least enrolled before start of semester.

Step 1 – Online Course Policy

- Approved and added to the catalog Fall 2009
- Technical issues delayed implementation until Spring 2010
- Full-time students only pilot program – Spring 2010

learning requires organization, self-discipline and good time management skills. DCC's online courses are offered through the SUNY Learning Network (SLN).

Students registering for online course should review the "What is SLN" information and complete the self-assessment that is posted on the SUNY Learning Network site at www.sln.edu. All continuing students enrolling in online courses must have a cumulative grade point average (CPA) of 2.5 or higher. All full-time students must have successfully completed 12 credits before enrolling in an online course.

"All continuing students enrolling in online courses must have a cumulative GPA of 2.5 or higher. All full-time students must have successfully completed 12 credits before enrolling in an online course."

How Does This Promote Student Success?

- Setting Students Up to Fail/Succeed – Mitigating No/Poor Advisement
- Majority of DCC's online students are “native,” on-campus students.
 - Directing “native” students to on-campus classes – better availability of support services/classroom support structure.
 - Academic Services receives a copy of all students removed from classes for possible outreach.
- Policy requirements are considered pre-requisites for taking an online class at DCC.

Policy Drop Procedure

- Students are identified through a custom Argos report.
- Report is double-checked for inconsistencies.
- A mailing is prepared to notify students of their ineligibility.
- A final report is sent to the Office of the Registrar to remove students from ineligible classes.
- Objections – Financial Aid, Overall Enrollment, Canceling of Classes, Too Strict

Policy Results

- No classes canceled. The majority refilled immediately after drops were processed.
- 57 Unique Students Affected
- 47 had GPA lower than 2.0
- 13 1.0 or lower
- One student affected by credit requirement – Academic Services assist
- Many students attempting to take more than one online class – some up to six.

- Response to report – Not strict enough! Not far-reaching enough!
- Academic probation/dismissal – January 8th

Persistence Results

Semester	Start to Census Persistence
Spring 2008	88%
Fall 2008	85%
Spring 2009	88%
Fall 2009	88%
Spring 2010	94%

Persistence Results - Projected

Semester	Census to Completion Persistence
Spring 2008	64%
Fall 2008	66%
Spring 2009	69%
Fall 2009	68%
Spring 2010*	73%

*Spring 2010 Projected from Mid-Term grades, which can be unreliable.

Pros and Cons

- Opens spots in quick-filling classes for students who may be more successful.
- Redirects students to on-campus classes where they may find more confidence and success.
- Is “after the fact” – students are allowed to register and believe their schedule is done before the policy is processed.
- Manual procedure – All processing is done by hand other than the initial report.
- No way to block re-registration.

Future Plans

- Expansion to part-time students – Summer 2010
- Weekly Process – Summer 2010
- Automation of process.
- Warning at time of registration – students should be notified of their possible ineligibility while they are registering, not well after.
- Direction to an Advisor – Many students would benefit from discussion with an advisor before being dropped from a class.

Step 2 – Online Student Letters

- Students are contacted well in advance of their online class.
- Simple letter with a few additions
 - Notification of courses with proctored exams
 - Notification of hybrid courses

Step 3 – Online Student Orientation

- Addresses – **Technical Factors, Poor Advising, Engagement and Course Design**
- Introduces Students to Online Education
- Provides Tutorials and Reference Materials for Common LMS Tasks
- Fully Automated – Actions and Environment Variables
- Angel-Specific
- **Will eventually be Mandatory!**

Orientation Results

- Instructors reported fewer technical questions/"Angel lost it" responses
- TLC received fewer technical questions from courses with the orientation
- Students reported less anxiety over LMS use

Pros and Cons

- Consistent and institution-specific orientation.
- Orientation is embedded within the course – students do not have to go elsewhere.
- Reference materials within the course.
- Time-intensive process. All orientation loading is manually done.
- Course-specific. Students will either need their access code or to take the orientation again for multiple classes.

The Future

- ⦿ Separate orientation from individual course design - “global pass.”
- ⦿ Apply orientation “pass” for a student, not a student in a specific course – this part is difficult due to technical concerns. Angel can no longer apply SQL queries through agents and actions.
- ⦿ Allow faculty to use the orientation quiz for a grade if requested.
- ⦿ Expand orientation materials to include learning styles.

Step 4 – Student Outreach/Student HelpDesk

- **Addresses – Poor Advising, Technical/Business Factors, Student Engagement**
- **Outreach**
 - Student aides call students who have not logged into their online course in the first week of class.
 - Offer help and technical assistance for any student who may be struggling.
 - Students are also called before last date to withdraw.
 - 64 students called – Spring 2010

Step 4 – Student Outreach/Student HelpDesk

● Student HelpDesk

- Trained student aides available for technical assistance with logon, Angel, registration, financial aid, etc.
- Students are available in person or by phone.

Step 5 – Quality Matters

- ⦿ **Addresses – Engagement and Course Design**
- ⦿ **Pilot Program – Summer 2009**
 - Faculty attended training and reviewed each others courses
 - Presented final recommendations to Academic Affairs and the TLC
- ⦿ **Ongoing Rubric Revision**
 - QM Rubric is being locally revised, similar to the Penn State document
 - Final draft expected Summer 2010



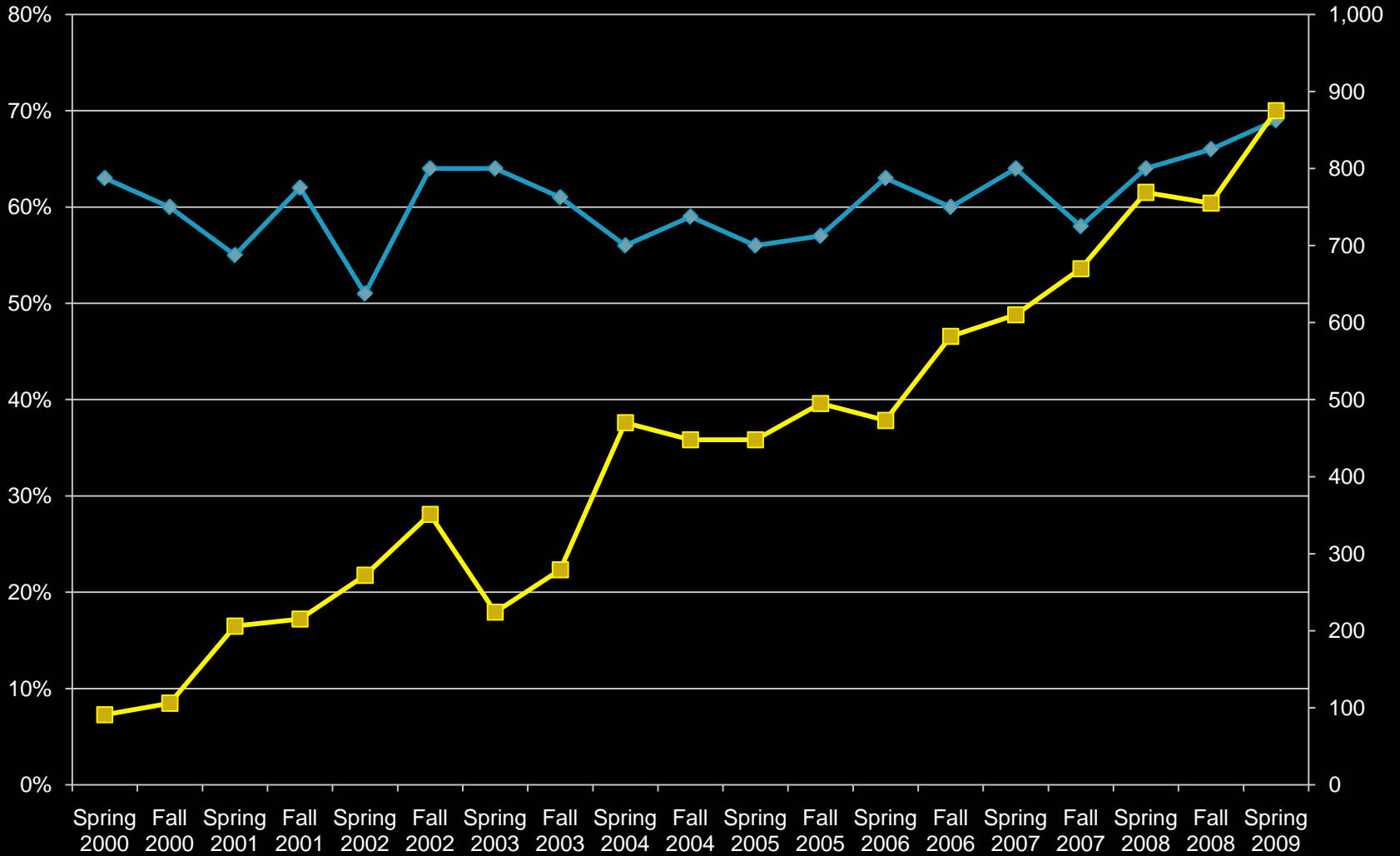
Did it work?

Persistence Data

Semester	Number of Sections Offered	Enrollment Numbers			Persistence (% remaining)		
		(A)	(B)	(C)	(B)/ (A)	(C)/ (A)	(C)/ (B)
		Start of Term	Enrollment Census Date	Successful completion	Start to Census Date	Start to Completion	Census to Completion
Spring 2000	6	101	91	57	90%	56%	63%
Fall 2000	7	113	106	64	94%	57%	60%
Spring 2001	13	227	206	114	91%	50%	55%
Fall 2001	14	263	215	134	82%	51%	62%
Spring 2002	17	298	272	140	91%	47%	51%
Fall 2002	20	387	351	226	91%	58%	64%
Spring 2003	12	245	224	143	91%	58%	64%
Fall 2003	16	307	279	171	91%	56%	61%
Spring 2004	29	510	470	263	92%	52%	56%
Fall 2004	26	495	448	265	91%	54%	59%
Spring 2005	26	485	448	253	92%	52%	56%
Fall 2005	29	533	495	280	93%	53%	57%
Spring 2006	28	523	473	298	90%	57%	63%
Fall 2006	33	632	582	348	92%	55%	60%
Spring 2007	42	752	610	393	81%	52%	64%
Fall 2007	38	764	670	391	88%	51%	58%
Spring 2008	45	878	769	492	88%	56%	64%
Fall 2008	40	884	755	501	85%	57%	66%
Spring 2009	50	991	875	602	88%	61%	69%
Totals	491	9388	8339	5135	89%	55%	62%
Total Spring	268	5,010	4,438	2,755	89%	55%	62%
Total Fall	223	4378	3901	2380	89%	54%	61%

Persistence and Enrollment Online Courses 2000-2009

◆ Persistence (% remaining)
■ Enrollment Census Date



Thanks To:

- Robert Knipe, Peggy VanKirk, Martha Dixon, Susan Gallagher, and all the “Risk Factors/Persistence” Crew
- Ellen Gambino, Associate Dean of Academic Affairs, DCC
- Carl Denti, Vice President & Dean of Academic Affairs, DCC
- Debbie Weibman, Registrar, DCC
- DCC Online Faculty

Questions?

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