

Questions posed by SCAP (as per Jennifer Payne's e-mail dated February 1, 2013)

Question

- In preparation of the 5 year review, mandated of online programs, SCAP would like to see a proposal from the College detailing of quantitative and qualitative measures of student, program, and faculty success and satisfaction that provides a direct comparison of the onsite and online programs. Measures mentioned included the following (the College is welcome to suggest others) :
 - Course and program completion rates
 - Job placement rates
 - Comparison of students' course evaluations (with good response rates)
 - Faculty satisfaction, promotion rates

Response:

We have provided our initial plan for evaluation of the online ECFS program (see attached Evaluation Plan). It is exciting to note how the evaluation of our current courses and proposed online courses inform each other. The work from our online development is informing what we do in our onsite courses resulting in an iterative process that produces continual renewal and use of the most recent pedagogical and technological advances in teaching.

Question

- The ECFS major currently requires 20 credits of electives from an approved list that primarily consists of courses offered through the College of Arts and Sciences. How will the program assure student access to these courses (online availability, tuition, registration priority)?
- In waiving the registration priority, how will you ensure students will have a minimum number of credits completed at the UW (easily dealt with by changing the major requirements to specify and number of credits that must be completed at the UW).

Response:

The College of Education intends to offer fewer electives during the first few years of the program. In addition to the core courses for the degree, it will design online College of Education courses that will serve as electives and allow students to earn at least 90 credits online through the University of Washington. In subsequent years, the College will partner with other schools and colleges to broaden the array of electives for these online students.

Evaluation Plan

DRAFT

The College of Education proposes an evaluation plan that is linked to our logic model and evaluates the “outputs” and “outcomes” of the ECFS degree programs at the UW. The outputs are those products and services delivered while the outcomes include what will be different as a result of our program.

Figure 1. Logic Model for offering the ECFS degree online

Inputs	Activities	Outputs	Outcomes	Impact
Students	Develop and deliver online for the degree in ECFS	High quality courses that lead to a BA	High quality teaching in early childhood settings	More children ready to enter school
Instructors/ Faculty				
Technology	Develop and deliver an online format for service learning in the ECFS degree	High quality application of coursework to practice	Greater access to college for non-traditional students	High quality teachers in their communities responding to the needs of young children and their families
NCQTL Higher Education Modules				
UWEO				

Course and Program Completion Rates

Completion rates of courses and overall progress toward degree completion will be monitored as we currently do in the College of Education. For each quarter we will look at the number of students who have completed program requirements (i.e., Development courses, Core, and Service learning for each group of students). In addition, we will monitor progress toward program requirements by number of credits completed. It should be noted that we expect and have planned for the completion rates to be different for the two groups. We anticipate and have modeled the online degree to include 30% full time students and 70% part time students, where our on-site program currently enrolls only 10% who are considered part time. See *Evaluation Course Program Completion Report* for a sample data display.

Course Evaluations (Student and Instructor)

Students and instructors for both types of courses will be surveyed at the end of each course (see *Evaluation Course Survey Student* and *Evaluation Course Survey Instructor*). Note: surveys are in draft form as they have been modified from the current course evaluation system within the UW. These surveys will provide us with data on the effectiveness of the course, the format, and interaction between the instructor and student. Although courses may not be offered at the same time, by the end of the first five years, we expect to have data that we can compare.

Job Placement and Employment

We will use our access to several data bases to monitor job placement and employment of our graduates. Our institutional researcher in the College of Education will work with the Education Data and Research Center (EDRC) in the state of Washington to collect employment data on graduates of each program. This database uses the state data for currently enrolled students through the Public Centralized Higher Education Enrollment System (PCHEES) and tracks employment through various agencies in the areas of education services, health service, leisure and hospitality, etc. In addition, through our partnerships with National Center on Quality Teaching and Learning (NCQTL) and the office of Head Start we will access those students who are employed with Head Start and other early learning centers that received a BA from the University of Washington. This data will be collected yearly.

Graduation Survey

Within one year of graduation we will survey our graduates as to the relevancy of the degree, the graduates' perceptions of the course work and service learning components and overall reflections. See *Graduate Survey*.

Employer Survey

Within one year of graduation we will survey the employers of our graduates as to the preparedness of the graduate working in their early learning setting and the effectiveness of their skills in working with young children and their families. See *Employer Survey*.

Outcome Embedded Assignments

The ECFS faculty is currently piloting various technology advances as designed by the National Center on Quality Teaching and Learning (NCQTL) in their onsite program with the expectation these assignments will also be implemented in the on-line courses. This includes outcome embedded assignments within a particular set of courses. For example, each student is required, as a part of ECFS 301, to demonstrate in an early learning setting the specific practices or concepts discussed in class. Each student provides a video of his or her practice at the beginning of the quarter and is assigned to a group of peers (i.e., learning community). The online "community" then views the video and provides feedback. This assignment provides an opportunity for the: (a) instructor to see the application or demonstration of concepts and skills taught in class and provide feedback, (b) instructor to assess progress across the quarter in knowledge and application of concepts, and (c) peers to identify the practice in an authentic setting and provide feedback resulting in practice opportunities. We anticipate being able to look at videos of student skills and compare across the quarter/year and across both degree formats.

Evaluation Course Survey (Student)

Completion of this questionnaire is voluntary and anonymous. You are free to leave some or all of the questions unanswered and no identifying information will be collected. Results will not be shared with the instructor until after the course is over and grades have been reported. This evaluation should take approximately 10 minutes to complete.

Select Instructor/course (drop down list)

	Excellent	Good	Fair	Poor	Very Poor
This online/on-site learning course as a whole was					
The course content was					
The instructor's contribution to the course was					
The effectiveness of the online/on-site learning format was					
Student confidence in instructor's knowledge was					
Timeliness of instructor response to assignments was					
Quality / helpfulness of instructor feedback was					
Clarity of course objectives was					
The organization of the course materials was					
Usefulness of the textbook(s) in understanding course content was					
Usefulness of graded assignments in understanding course content was					
Usefulness of video in understanding course content was					
Usefulness of audio in understanding course content was					
Usefulness of online discussions in understanding course content was					
Relevance and usefulness of course content was					
Evaluation and grading techniques (tests, papers, projects, etc.) were					
Reasonableness of assigned workload was					
Clarity of student responsibilities and requirements was					
The overall ease of navigating this online/on-site course was					
The ease of submitting your assignments for this online/on-site course was					

1. Why did you take this online/on-site course instead of a classroom-based/online course (open-ended response)?

2. Was the cost of the course what you expected?

Higher Than Expected

About What I Expected

Lower than Expected

Please explain (open ended response)

Relative to other college courses you have taken:

	Higher	Average	Lower
Do you expect your grade in this course to be:			
The intellectual challenge presented was:			
The amount of effort you put into this course was:			
The amount of effort to succeed in this course was:			
Your involvement in this course (doing assignments, participating in online discussions, etc.) was:			

On average, how many hours per week have you spent on this course, including doing readings, reviewing notes, writing papers and any other course related work?

Under 2

2 – 3

4 – 5

6 – 7

8 – 9

10 – 11

12 – 13

14 – 15

16 – 17

18 – 19

20 – 21

22 or more

From the total average hours above, how many do you consider were valuable in advancing your education?

Under 2

2 – 3

4 – 5

6 – 7

8 – 9

10 – 11

12 – 13

14 – 15

16 – 17

18 – 19

20 – 21

22 or more

What grade do you expect in this course?

A (3.9-4.0)

A- (3.5-3.8)

B+ (3.2-3.4)

B (2.9-3.1)

B- (2.5-2.8)

C+ (2.2-2.4)

C (1.9-2.1)
C- (1.5-1.8)
D+ (1.2-1.4)
D (0.9-1.1)
D- (0.7-0.8)
E (0.0)
Pass
Credit
No Credit

In regard to your academic program, is this course best described as:

In your major?
In your minor?
A distribution requirement?
A program requirement?
An elective?
Other?

What one thing would you change to improve this online/on-site course? Please provide any additional feedback, as well (open-ended response).

College of Education Course and Program Completion Report

Program Completion

Program Requirements Completed

	Traditional				Online			
	Entered	Group Develop	Core	Service Learning Graduated	Entered	Group Develop	Core	Service Learning Graduated
2013-14								
2014-15								
2015-16								
2016-17								

Program Requirement Progress - Academic Yr 2013-14

Current Students:

# Credits	Traditional				Online			
	General Develop	Core	Service Learning	Electives	General Develop	Core	Service Learning	Electives
<5								
5								
10								
15								
20								
Complete								

Course Completion

Current Students:

Group Development Courses - Academic Yr 2013-14

	Traditional			Online		
	Enrolled	Withdraw	Passed	Avg Grade	Enrolled	Withdraw
EDUC 305						
EDUC 310						
EDPSY 304						
EDPSY 402						
EDSPE 419						
EDSPE 404						

Core Courses - Academic Yr 2013-14

	Traditional			Online		
	Enrolled	Withdraw	Passed	Avg Grade	Enrolled	Withdraw
ECFS 301						
ECFS 302						
ECFS 400						
ECFS 401						
ECFS 402						

Service Learning Courses - Academic Yr 2013-14

	Traditional			Online		
	Enrolled	Withdraw	Passed	Avg Grade	Enrolled	Withdraw
ECFS 303						
ECFS 304						
ECFS 454						
ECFS 455						
ECFS 456						

Graduate Survey

Completion of this questionnaire is voluntary and anonymous. You are free to leave some or all of the questions unanswered and no identifying information will be collected. This evaluation should take approximately 10 minutes to complete.

	Excellent	Good	Fair	Poor	Very Poor
I believe my courses for my degree as a whole were					
I believe my experiences in service learning for my degree as a whole were					
The usefulness of the content offered in my degree was					
The faculty's contribution overall to the degree was					
The effectiveness of the (online/onsite) learning format was					
Overall the courses offered in my degree were relevant to my current situation					
Overall the service learning component offered in my degree was to my current situation					
	Strongly Agree	Agree		Disagree	Strongly Disagree
Upon graduating, I felt prepared to interact with young children and their families					
Currently, I believe my degree gave me relevant information and knowledge to my current career or future careers					
I feel confident when interacting with young children and their families					
I feel confident when asked to speak about young children and their families					

1. Why did you complete your degree online/on-campus instead of on-campus/online?
2. Was the cost of the degree what you expected?
 - Higher Than Expected
 - About What I Expected
 - Lower than ExpectedPlease explain (open ended response)
3. Would you recommend this online degree to someone else?
 - Yes
 - NoPlease explain (open-ended response).
4. What one thing would you change to improve this online degree? Please provide any additional feedback, as well (open-ended response).

Employer Survey

Your name					
Your title					
To what extent is the employee/teacher prepared to	Extremely Well	Well Prepared	Prepared	Slightly prepared	Not at all prepared
develop appropriate and caring relationships with all students					
establish a safe and caring environment for children to learn					
use strategies to increase literacy in the classroom					
use strategies to increase math awareness in the classroom					
use culturally appropriate teaching strategies that reflect the diversity in the classroom					
examine student work to reflect on and plan instruction					
To what extent has the teacher demonstrated the ability to	Extremely Well	Well Prepared	Prepared	Slightly prepared	Not at all prepared
learn from their own practice in order to improve					
work with colleagues within the school to make the school an effective learning environment					
actively seeking professional development opportunities to foster their growth as a teacher					
foster professional relationships with Parents/guardians					
If there were one area in which this teacher was exceptionally well prepared, what would it be?					
If there were one area in which this teacher could have been better prepared, what would it be?					

Response to Additional Questions from SCAP
Re: Conversation with Jennifer Payne 2/14/13

1. If the program costs less, but the students get all of the services (IMA, Football tickets) then what prevents them from staying in the dorms enjoying college life and taking all courses online?

Response:

We really believe the online format of the degree will be interesting to students whose situation (family, money, distance from campus) precludes them from being "on campus." We also believe those students who choose to attend the UW on-site program do so to engage in a more traditional college experience. However, we are prepared for students who attend the on-site program to enroll in on-line courses. Given the lack of dorm space, Housing and Food Services could easily give priority to students in the day program to ensure that no onsite student would lose a dorm space to an online student.

2. They want more information on electives. She has the sense they want some assurance that the students will have to take a minimum of 45 credits from the UW (be able to transfer courses in as electives).

Response:

We are confident that we will be able to provide electives which currently exist in the College of Education and on-line. In addition, we are working to develop more offerings for undergraduates to fulfill this need. In future years, we will work with other units to provide a wider range of offerings. QUESTION: one of the members asked how we would negotiate with the reduced fees for enrollment, how would this impact courses taught by other units. Do you have any thoughts? If we partner with other academic units to offer non-College of Education classes for these online students, the academic partner would receive instructional costs proportional to the number of ECFS online degree students in the class. This process has already been established in the fee-based degree notebook and has been implemented on the graduate level.

3. Given the admission process is "competitive", what will the process be if we get 500 applicants. Will UWEO screen the students, etc....

Response:

The process for admissions to our on-site and on-line programs will be similar. Our current process includes a screening from our student service specialist and we have budgeted for an additional student service specialist for the on-line program as well. Once the applications are screened for minimum requirements, the files will be reviewed by the faculty.

4. On p.8 of the document (under the section describing the state of online learning at the UW) we state that we have "offered 104 course sections in the

pilot to 9,323 students." The member asks for clarification in that the numbers presented here indicate a 90:1 student:instructor ratio rather than the 50:1 proposed and 45:1 that we indicate has been part of the UWEO courses.

Response:

UWEO has offered the pilot online learning class sections in many sizes and configurations. Some of the class sections have been limited to 45 to 50 students while others have attracted several hundred students.

However, when the class section size exceeds 50 students, they provided additional instructional resources (either another faculty member or a teaching assistant) for the class section so each class section has one teacher (either a faculty member or a teaching assistant) for 45 to 50 students. In other words, a class section of 150 would have three teachers. In larger class sections, a faculty member serves as the instructor of record and supervises teaching assistants and adjuncts.

The ECFS online program has committed to no class sections larger than our on-site program, which is currently 50. We will also support a class over 40 with a reader/grader/TA. We are currently collecting data on some existing online undergraduate courses taught on-line (See EDSPE 365) by some of our current faculty and plan to use this data (and data like this in the future) to plan for supports in this new format.