Our Panelists

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Moderator: Rebecca Martin, Executive Director, NASH
Faculty are learning and changing their practice

- **Learned**: 25.5K new practices
  - All course-takers, on average, learned 2.0 new practices per module.

- **Implemented**: 8.9K new practices
  - All course-takers, on average, implemented 0.7 practices per module.

- **Learned more about**: 44.5K practices
  - All course-takers, on average, learned more about 3.6 new practices per module.

- **Plan to implement**: 28.0K additional practices
  - All course-takers, on average, plan to implement 2.2 additional practices per module.

Faculty report finding the course engaging and relevant to their work.

All statistics are based on 12,447 responses from 1,314 respondents.
Students recognize the use of evidence-based practices

- Designing an effective course and class: 91%
- Establishing a productive classroom environment: 88%
- Using active learning techniques: 86%
- Promoting higher order thinking: 85%
- Assessing to inform instruction and promote learning: 85%

n= 5,417 students
On discussion posts, I provided three different prompts and asked students to choose one they would respond to. I did feel they were successful in that we had nearly 100% response to discussion board posts even among students who were not turning in other assignments. I think having options helped students have a sense of autonomy knowing they could choose what to spend time writing about. As an instructor, the reading, grading, and summarizing was much less monotonous. There were many really great threads and discussions that started. It also gave me a chance to see what prompts were not being addressed so I could address that information as needed.

LE4: Helping Students Persist in Online Learning

One of the things I did to emphasize the use of examples [that] reflect diversity was to arrange for guest speakers who present in Spanish with an English translator. I’ve never done this before but I know I have many students for whom English is not a first language. Of all of the things I’ve been doing, this one that had the most visible impact. I was really nervous about how this would go, especially because I myself don’t speak Spanish. It was great! I could tell that some of the Spanish-speakers in the class were engaged in a way that they haven’t been, which was really exciting. In addition, although it was new for everybody, I think that all of the students really recognized the value of hearing (literally) different voices and responded wonderfully.

LE5: Embracing Diversity in Online Learning
Student Success Agenda

- Scholarships/Financial Aid
- High-Impact Practices
- Predictive Analytics
- Guided Pathways
- Authentic Assessment
- Course and Program Redesign
- Advising and Career Guidance
- Supplemental Instruction/Tutoring
- Instruction?