

WCET *Frontiers* “What’s Next” Interviews

Spring 2020

Interviewer: Russ Adkins

Kendall St. Hilaire, Assistant Dean of the Virtual Campus at Indian River State College on Florida’s Atlantic coast shares three pathways for faculty, and how she used analytics to inform her priorities.

Indian River State College is a medium-size public institution with a fully developed virtual campus. Of the unduplicated current enrollment of 17,119 students, about 13,933 (81%) of these students are enrolled in one or more online courses, with 3,000 enrolled only in online instruction. Online courses are developed to meet *Quality Matters* standards, and faculty participate in a comprehensive faculty development program.

Using analytics to inform support priorities available for faculty. While all course sections have a BlackBoard shell, Kendall’s team identified 45 faculty who taught face-to-face classes and who had minimal experience with the LMS. A list of sections, course IDs and faculty members was shared with instructional deans, who encouraged these faculty to participate in professional development to prepare them to deliver their course via remote learning.

Analytics data also identified over 6,000 students who had minimal experience using the LMS. A *call center initiative* involved tutors and advisors to reach out to these 6,000 students to guide them to resources to support their learning in an online environment. Advisors worked with each individual student to reassure them that they could successfully complete the semester as it shifted to remote instruction.

Summer term online delivery model: three pathways. Moving past the emergency deployment phase, the Virtual Campus team is working with academic deans, who will assign faculty new to online learning to one of three options for summer term course delivery (see figure 1).

Virtual campus staff will provide faculty development and support for faculty in each pathway. A total of 934 course sections are planned for summer term:

- “Master Course” – 626 sections. The 300+ QM certified online courses would be shared with faculty new to online learning. Professional development and support would be customized to the needs of each faculty member adopting an existing high-quality online course.
- “Internet Course” with two categories.
 - A legacy internet course – 139 sections. These courses have been previously developed and taught but have not gone through the Quality Matters design process to achieve Master Course certification. Legacy internet courses are typically elective offerings, such as a literature course. Professional development for instructors selecting this pathway would focus on ‘how to teach’ online.
 - New online course – 146 sections. Faculty teaching these courses will be given an enhanced course shell based on the master course template. Intensive professional development focused on course design and assessment of learning will be provided as well.

- Remote learning –23 sections. Faculty designating this delivery modality would use Blackboard Collaborate for real-time lecture delivery. These faculty are not deemed as not open to teaching a master or internet course.



Virtual Campus Bootcamps for Designing & Teaching Online Courses

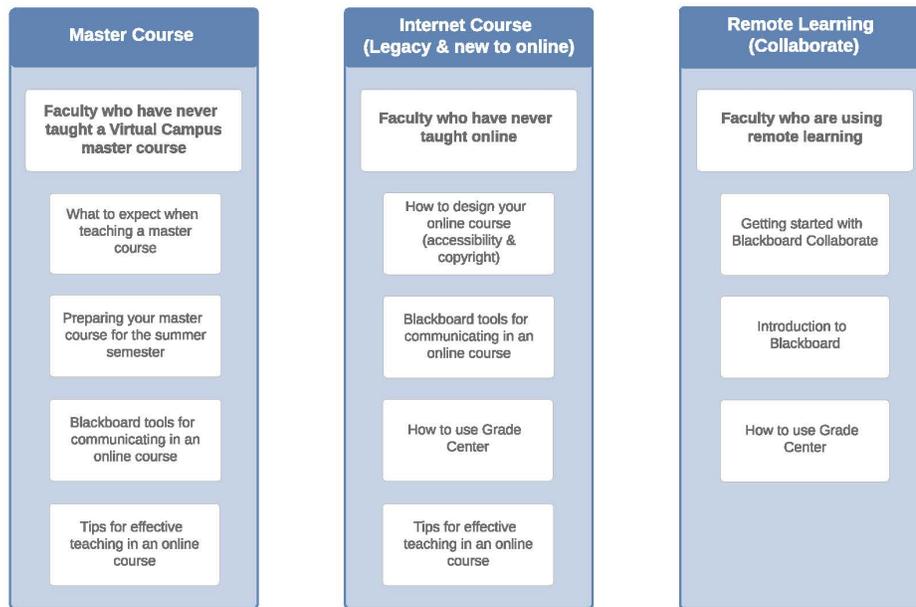


Figure 1 Indian River's three online course pathways and the focus on faculty development for each.