Instructional Modes and Student Success

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Learning Outcomes

By the end of this session, participants will be able to:

- articulate evidence that may indicate disparate achievement for students enrolled in online classes;
- analyze issues that may contribute to these disparities;
- dialog about strategies that may close the achievement gaps.
Overview

We will discuss:

- College data that indicates disparate outcomes based on delivery mode
- Potential reasons for the gaps
- Ideas for closing the gaps
College Data Discussion

From the CCCCCO Data Mart
and the CRC Research Office
Enrollment

- Enrollment in online classes is increasing.
- Enrollment in ITFS classes is decreasing.

Data from CCCCDO Data Mart
Retention

- Retention in online classes is below face to face but above ITFS.
- Retention in online classes has remained relatively unchanged.
- Retention in ITFS classes has decreased.

Data from CCCC Data Mart.
Student Success

- Success rates in online courses are below rates for other modes.
- Success rates in online classes have decreased slightly.
- Success rates in ITFS and face to face classes have increased.

Data from CCCCDO Data Mart
Basic Skills Classes

- Success rates in online basic skills classes are below success rates in face to face classes.
- Success rates in online basic skills classes are relatively unchanged.
- Success rates in face to face basic skills classes have increased.

Data from CRC Research Office
College Level Classes

- Success rates in college level classes have increased for all modes.
- Success rates in online college level classes are below success rates for other modes.
- Success rates in ITFS college level classes are above the other modes.

![Success Rates Graph](image-url)
Transfer Level Classes

- Success rates in online transfer-level classes have decreased
- Success rates in online transfer level classes are below success rates in face to face classes
- Success rates in transfer level classes have increased for the other modes
Discussion about Reasons

- Student expectations
- Time management challenges
- Academic preparation/reading level
- Learning style challenges
- Challenges due to the medium
  - Technology barriers
  - Teaching/learning challenges

What do you think might explain the differences in retention and student success?
Hypothesis

- Distance education exacerbates learning challenges for many students and amplifies issues related to instructional design for many instructors.
Bridging the Gap

Best Practices/Principles
Bridging the Gaps

• Enhancing Student Support
• Addressing Learning Styles
• Enhancing Course Design

What practices or principles in these areas might enhance student success in online classes?
Student Support

- Extensive information about being an online learner and the online structure of the course
- Clear objectives, learning activities and timeline
- Links to campus resources
- Variety of course-specific resources
Learning Styles

- Information in multiple formats (visual, verbal, auditory, kinesthetic)
- Multiple and varied learning activities
- Include active learning opportunities
  - Project-based learning
  - Collaborative learning
  - Ongoing improvement of work in progress
  - Effective student-faculty and student-student interaction

Information from http://www.csuchico.edu/celt/roi/ and Marybeth Buechner’s May 2008 CASSL Institute Presentation
Learning Styles

Balanced Design

- Balance intrapersonal and interpersonal work opportunities
- Balance repetition with exploration
- Balance the systematic with the messy
- Balance memory work with deep “authentic’ questions
- Use the “sandwich principle”

Information from Marybeth Buechner’s May 2008 CASSL Institute Presentation
Course Design

Structure

- Well-organized and easy to navigate
- Visual and functional consistency
- Learning activities clearly linked to learning objectives and outcomes
- Many opportunities for interaction and communication
- Optimize use of Internet and multimedia resources
- Consider modularized organizational structure

Information from http://www.csuchico.edu/celt/roi/ and Marybeth Buechner’s May 2008 CASSL Institute Presentation
Course Design

Backwards Design

- Begin by asking “What will the students be able to do when they are done
- Instructional methods and assessment aligned with outcomes and objectives
- Build up from the “trunk” and prune the twigs
- Teach the tasks you expect from students
Course Design

Assessment

- Multiple ways to assess student learning
- Regular feedback in a timely manner over throughout the course
- Include student self-assessment and peer assessment
- Include summative and formative assessment

Information from http://www.csuchico.edu/celt/roi/ and Marybeth Buechner’s May 2008 CASSL Institute Presentation
Conclusion

- There are achievement gaps in retention and student success based on instructional mode.
- Distance education amplifies teaching and learning challenges for student and teachers.
- Gap may be addressed by strengthening:
  - student support components
  - support for multiple learning styles
  - course design with respect to structure, backwards design and assessment