Online Prep Pilot

Detailed Design Doc

Apollo Learning & Organizational Development

Overview

Course, Module, Lesson	Online Prep Student Support Model
Business Goal(s)	Increase retention of Online students and leverage ground campuses
Performance Outcome(s)	Terminal Objective: Discuss the Online Prep offering with all eligible students. Learning Objectives 1. Describe the product offering, features, and benefits. 2. Identify potential students who are a good fit for the program. 3. Demonstrate the ability to have components of the online prep conversation with a potential student
Target Audience	EA, FA, AC, Managers Location being defined based on BSBv26 offering
Prerequisite Skills(s)	Prior advisement for both online and ground students
Main Delivery Method(s)	Self-paced learning, VILT, and on-the-job training
Learning Consultant	Aida Teran
Designer	Jennifer Springer
Contacts and Resources (SMEs)	Chris Helmueller; Rachel Kunz (EA (IT) – Austin), Nick Pate (EM (Bus) – Dallas) Angela Dines and Erin Parker from DQSS Lindalee Berk - Academics Sybilla Robison - Finance

Content

Time	Topic and Learning Objective(s)	Content	Methods/Notes
	Introduction: Learning Objectives	By the end of this module, participants will be able to 1. Describe the product offering, features, and benefits. 2. Identify potential students who are a good fit for the program. 3. Demonstrate the ability to have components of the online prep conversation with a potential student	These are the high level objectives to be accomplished through completion of the self-study, VILT, and OJT.

Self-Study Content (PDF) - Facts about Online Prep

Time	Topic and Learning Objective(s)	Content	Methods/Notes
	What is Online Prep	Online Prep is a student support model where Online students complete their first three Online courses in the normal UOPX Online format and will have a weekly, voluntary Student Engagement Session in a campus classroom before transitioning solely to the Online modality. The purpose of Online Prep is to improve retention and completion rates, and improve learning outcomes for our students. Online Prep will allow us to differentiate how we prepare our students to be more successful online. The student support model provides students an opportunity to interact face to face with faculty and other students to build relationships, a sense of community, and develop a support network. Attending the weekly student engagement session at the campus, creates awareness and connects students with local campus resources and how those resources can be used to achieve success throughout their program.	
	Who qualifies	The Online Prep Student Support model is designed for v26 curriculum, aligns with our new service model, and our faculty model. Participation in Online Prep should be discussed with <u>all</u> potential students interested in a qualifying program and near one of our pilot locations.	

		Programs - BSB v26 - BSIT **Pilot locations** - hoenix - allas - ouston - ustin - an Diego - outhern California - acramento - etroit	
	Features and Benefits of Online Prep	We understand that every student is different and will need varying degrees of guidance and support throughout their program. The Online Prep Student Support model helps us place more emphasis on personalized learning and support for the student during the first 3 courses. By completing the Online Prep pilot, students are prepared to take their newly acquired skills and knowledge to the Online classroom. **Features** - Full-time faculty guidance through first 3 courses - same faculty member will teach online course and facilitate face-to-face sessions - High-touch personalized learning and support - Practical experience leveraging university tools and campus resources	

- Face to face interactions that leverage UOPX National footprint (75% of students live within 30 miles of a campus)

Student Benefits
- Build relationships, a sense of community, and support network
- Grow confidence in self and with Online modality
- Develop time management and assignment tracking skills
- Cultivate writing skills critical to long term success
- Learn about campus tools, resource center, and support staff

| Structure, content, requirements of classroom sessions | The standard weekly Online attendance policy applies and participation in the optional student engagement session is strongly encouraged. |

Attendance/Participation

Online Classroom	Local Campus Classroom
Required: • Faculty directed learning activities • Student directed homework	Optional: • 2 hr discussion and activities on key areas for student success • 1 hr faculty available for 1:1 support

Student Engagement Sessions:

Attend at local ground campus once a week

- _____ wo hour instruction/activities to build initial relationship with university, tools and resources available

- _____ ne hour full time faculty available to students for one on one support,

Example structure

Suggested Discussion Topics – Detail for Week 1

Course Sequence

1st Course	2nd Course	3rd Course
GEN/127	ENG/147	HUM/115
7 Weeks	7 Weeks	5 Weeks
		Total = 19 weeks

Learning Pathway

Students participating in Online Prep will be placed on the standard learning pathway. If the results of the Pathway Diagnostic indicate the student is ready for the accelerated pathway, then they can still opt to participate in the Online Prep pilot to take advantage of the high-touch personalized learning and support. The coursework is the same for the standard and accelerated learning pathways, the difference is the pace. The initial two Online Prep courses will last seven weeks in the standard track as opposed to five in the accelerated track.

	Scheduling	Course scheduling process	<mark>Decision Needed:</mark> Chris is

		[Need content]	working with Devon Andrews 2/26/14
	Financial Incentives	[Need content] NOTE: Financial incentive should ONLY be discussed with students that are in REG status. [Incentives still being determined 3/6/14]	Decision Needed: Incentives – potential incentives are being identified (tuition reduction, laptop, etc) - Chris 2/28/14 - Only discuss financial incentives for Online Prep with students that are in REG status due to Regulatory/legal concern.
	Reflection Questions	1. How can the Online Prep Student Support model contribute to student retention rates? 2. What discovery questions might uncover a student need that could be met with the features of Online Prep? 3. What are some potential student concerns to participating in Online Prep? How could you address the concerns? 4. [Additional questions?]	Method: Questions with blank lines for notes. Instruction: Students will bring their answers to the live training session for discussion.

	Agenda Statements	In the Build the Relationship step of the Student Success Process (SSP), we prepare the student for the call by creating an agenda to help guide the discussion. For each major type of call that applied to your role, write an example agenda statement to include Online Prep.
		
		Enrollment Call Types:
		1. Initial Conversation
		  1. Example: [Need example verbiage]
		2. Follow up Call
		  1. Example: [Need example verbiage]
		3. Application Call
		  1. Example: [Need example verbiage]
		4. Walk to class call
		  1. Example: [Need example verbiage]
			SVR - Student Verification Report
			
			Method: Questions with blank lines for notes.
			
			Instruction: Students will bring their answers to the live training session for discussion.

		Student Services Call Types:
		
		1. Welcome Call
		   1. Example: [Need example verbiage]
		2. SVR Call
		   1. Example: [Need example verbiage]
		
		Finance Call Types:
		
		1. Welcome Call/Certification Call
		   1. Example: [Need example verbiage]
		2. Financial Aid Status
		   1. Example: [Need example verbiage]
		3. SVR Call
		   1. Example: [Need example verbiage]	

	Next Steps	The Online Prep Student Support model is a pilot program and is likely to evolve as we receive student, faculty, and staff feedback. Several success measures are being put into place to evaluate the Online Prep model and student retention. As the university representative with the student, you have a unique opportunity to champion Online Prep and contribute to the long-term success of the program. Your feedback and flexibility during implementation is greatly appreciated. ### Virtual Instructor-Led Session Attend the live training session to learn how to speak about the Online Prep opportunity, discuss student experience benefits, and participate in a live question and answer session. [insert link]. ### Conversation Checklist To assist in implementing the conversation and tracking the Online Prep pilot, a checklist has been created [insert link]. ### Pilot Feedback If you have suggestions…. [Need content – is an email or form being created for collecting feedback?]	Develop: PPT and Checklist

Virtual Instructor Led Training Content (PPT) - How to speak to Online Prep on calls

Time	Topic and Learning Objective(s)	Content	Methods/Notes
1 hour VILT	Online Prep overview	High level summary of Online Prep product knowledge covered in self-paced learning	Pull content from Self-Study
	Student experience benefits	We identified features of the Online Prep Student Support model and benefits to participating students. Let's talk about Identify the 'right' student • All potential students interested in a qualifying program and near one of our pilot locations • Every potential student could benefit from participating in Online Prep Identify the 'wrong' student • Unable to *commit* to weekly student engagement sessions at a campus **Link+Feature+Bridge+Benefit (LFBB)** What benefit from an Online Prep feature could we link to the following student concerns uncovered during discovery process? • Limited computer skills or experience • Nervous about going back to school • Lack support system • Mention an interest in the campus experience • Concerned with contacting or receiving feedback from instructors ***LFBB Scenarios*** PS mentions they attended a traditional school before, have limited experience with online modality and is nervous about the format: "You mentioned that you have never taken online classes and you are a little nervous about the format. We offer a program at the Dallas campus where you can participate in engagement sessions during your first three	Method: Discuss participant answers from Self-Study: 1. What discovery questions might uncover a student need that could be met with the features of Online Prep?

courses as an online student. That means that you'll have access to your instructor in a classroom setting while you learn to navigate the online environment."

PS expresses concerns about being able to contact instructor or get feedback:

> "You mentioned that you are concerned about accessing your faculty member. With the online prep experience, you would have face-to-face access to your instructor and be able to ask questions, in real time, even as an online student. This would allow you to ask questions as they arise and be able to adjust immediately."

PS mentions they are not working:

> "You shared with me that you are not working right now and you are looking for a job. Our students are working adults and our faculty work in the fields in which they teach. Online-Prep could benefit you because you could come to campus and network with people in your area, which may help you with your job search."

PS mentions they have limited computer skills or exposure to specific programs, such as MS Word or PowerPoint:

> "You said that you are not very familiar with the programs we use in our course work each week. The Online-Prep structure allows your instructor to spend additional time with you as needed. That means that you could spend some time after your session each week getting help until you feel more comfortable using those programs."
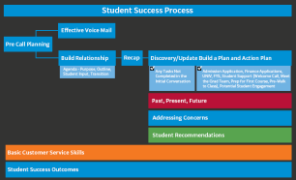
PS mentions they don't have a strong support system encouraging them to go to school:

> "I know you said you are the first in your family to go to college, and that you haven't received a lot of guidance regarding being a student. Online-Prep provides access to an instructor who will help ease your transition into college by providing and teaching you resources that will benefit you long-term and help foster success until graduation."

	Elements of the new		Method:
	Student Success Process (SSP)		

	conversation	1. Build Relationship
		    1. Agenda Statement – Expectation for all roles: include in all calls with potential students and students in Online Prep program
		2. Student Opportunity Discovery
		    1. Link+Feature+Bridge+Benefit (LFBB)
		3. Build the Plan
		    1. Programs (options that best fit student situation, time commitment, length of program)
		    2. ==Modality (online or local campus)== - ==Need Online Prep summary statement as an option==
		    3. Financing (guidance on finance options (do not discuss Online Prep incentives until REG))
		    4. Resources (EA, AC, FA)
		    5. Action Plan
			Discuss reflection questions from self-study

	When to offer Online Prep	Online Prep should be offered to all students in a qualifying program at a pilot location. Set Expectation for all roles: Build Online Prep into the Agenda statement for all conversations. • "I'd like to share with you the options we have for you to attend school, including a new program at our local campus." • "Were you aware that we have a campus location near you? We have some additional resources available at the campus in the form of face-to-face interaction with faculty and other students, even as an online student. This means that you could get help with transitioning to an online student during your first three courses in a classroom environment."	Method: Discuss example call types and agenda statements from self-study
	Walk to Class	Standard online walk to class plus setting student expectations for what they can expect their experience to be at the campus. ==[Need example verbiage of what experience at campus will be like]==	
	Live Q & A	Remind participants to stay flexible during implementation and expect changes as the Online Prep Student Support model is rolled out. Some of the logistics will	==Live sessions: Is it possible/reasonable to have==

		be worked out at the pilot campuses so please engage your managers as questions and suggestions come up. Questions from participants?	

Manager-Led OJT (PDF) - Conversation Practice & Call Checklist

Manager Guide - Conversation Practice	Review of the information Review of the live session Discussion about conversations with students Scenarios for practicing the conversation	Coach guide
Conversation Examples	**Enrollment:**	

Enrollment:

- **First conversation –**
  - You mentioned that you were a bit nervous about attending 100% Online (link). We actually have a program that could help with that, it's called Online Prep. (Feature) Online Prep could really help you feel more comfortable (Bridge) as it provides a forum for meeting face-to-face with your instructor and classmates, while still participating in the Online class format, and helps transition to 100% online. (Benefit)
  - You shared that you don't have a lot of support for your decision to go to school (link). The Online Prep program encourages stronger relationships with both your peers and your instructor (feature). This can help build a support structure (bridge) as many of the relationships you forge in your first few classes will continue throughout your career here as a student.
  - I know that you've only experienced classroom education in the past (link). Online Prep is a blended model that merges online coursework with in-person sessions (feature). This could would be perfect for you because (bridge) there would be a familiar element

before you transition to completely online courses.

- **Follow up call –**
  - Thanks for sharing your concerns about working with a Learning Team (link). The Online Prep program will allow you to meet your LT members face-to-face. (feature) This can help you feel more comfortable with your classmates (bridge), as you'll have the chance to spend time working together, one on one. (benefit)
- **Walk to Class –**
  - You asked about ways to communicate with your instructor (link). With the Online Prep program, you will be connecting face-to-face with your instructor (feature). This can both help you feel more comfortable (bridge) as you'll have the opportunity to ask questions and reassure yourself that everything you submit online is reaching your instructor (benefit).
- **Application call** (this is often when technology challenges will come up) –
  - You mentioned that may need access to a printer or computer lab (link). Participating in the Online Prep program will allow you to become more familiar with your local campus (feature). This can be reassuring (bridge), as you'll know exactly where to go and what support is available (benefit).

Student Services: [Need content/example verbiage]
- **Welcome call**
  - They should definitely discuss it here, especially as it relates to the student's actual schedule – which classes will be part of Online Prep, when the schedule transitions to 100% Online, the details of how participation/attendance works in the Online Prep classes.
- **SVR call**
  - They'll be touching base throughout the first few courses, so as part of the existing check in process they should include the Online Prep model – what's the student's experience with it been like so far, etc.

Finance: [Need content/example verbiage]

- **Welcome call**
  - The FC should go over the details of the incentive on the **Welcome**

call, and then reiterate the impact of the incentive anytime they're discussing FA status, certification, etc, during the Online Prep period.

- **SVR call**
- **Financial Aid Status**
-

Checklist - Implementing the conversation	Online Prep should be offered to all potential students interested in the BSB v26 or BSIT programs. **Implementing the Conversation** As you have discussions with potential students interested in an eligible program, use the following table to track your Online Prep conversations. Student Conversations _see table below_		Checklist Purpose: Track how often they are having the conversation, which elements of the conversation they are covering correctly, FAQs or other information we will want to make changes post-pilot.

Student Conversations

Date	Program of Interest (circle one)	Feature/Benefit Discussed	Results
4/1/14	BSB/BSIT		