What have we done for them lately?

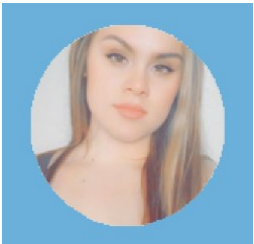VALUE-ADDED ELEMENTS OF THE ONLINE COLLEGIATE EXPERIENCE

A little about us

Dr. Jennifer Coleman
Adjunct & Professor

Kathleen Quinn
Student ~ Class of '09 & '23

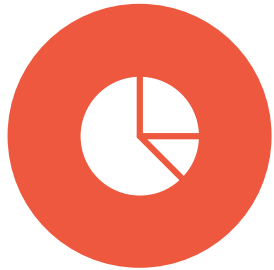Katherine Guarino Henderson
Student ~ Class of '24

Online

Onground

WESTERN
NEW MEXICO UNIVERSITY

Learning Objectives

☑ Make a case for Redirection –what we do on one platform can benefit the other.

DESCRIBE BELONGING AND COMMUNITY IN HIGHER EDUCATION

LIST ENGAGEMENT PRACTICES TO IDENTIFY STRENGTHS AND NEEDS.

DESCRIBE IDEAS FOR NEW EFFORTS TO FILL GAPS IN ENGAGEMENT.

IDENTIFY KEY INSTITUTIONAL PARTIES AND RESOURCES TO PLAN A COURSE OF ACTION.

LO #1   LO #2   LO #3   LO #4
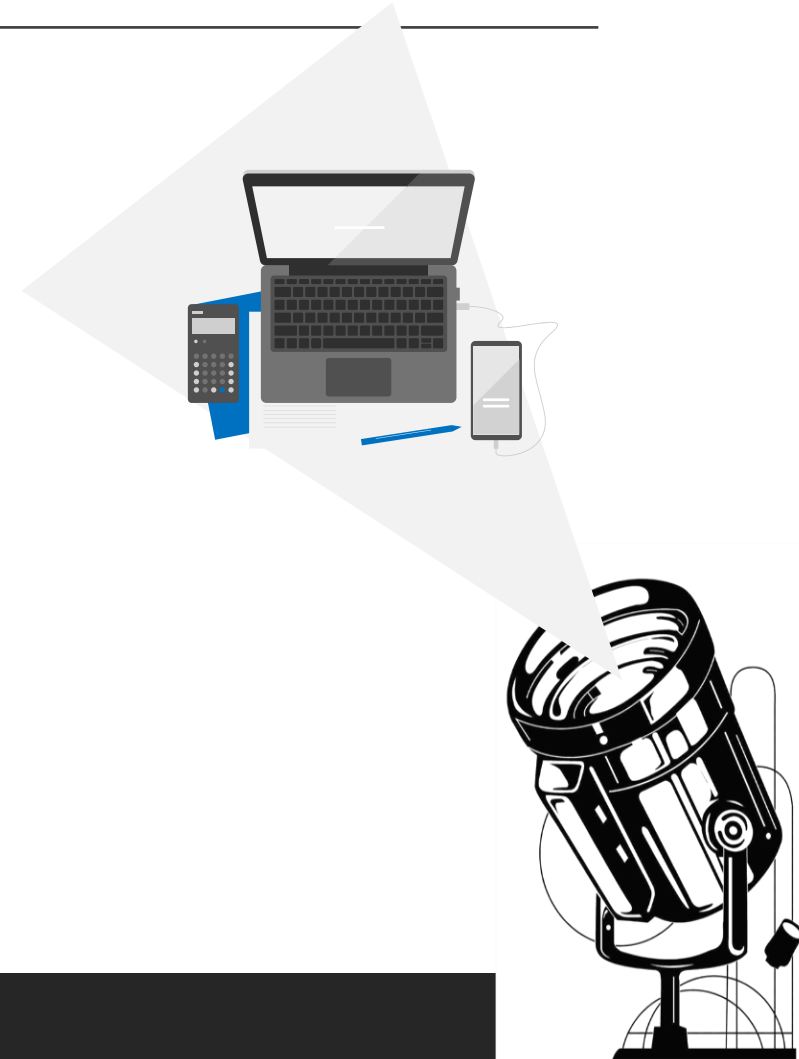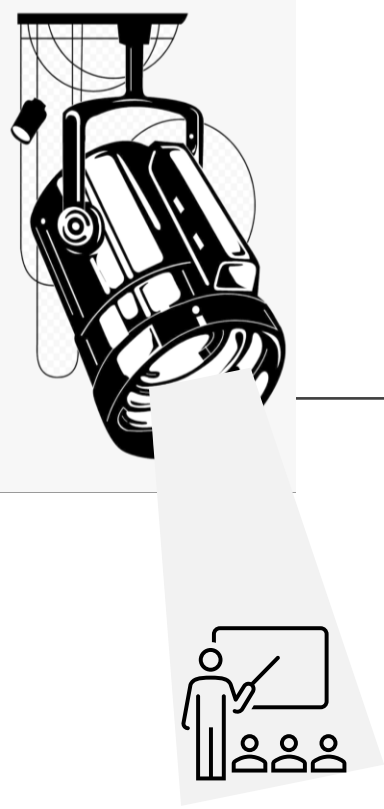
Courses, Assessment, Quality Assurance
Curricula & Degrees, Accreditation

http://guilfordfreelibrary.org/?attachment_id=28502

Redirection #1

Spotlight redirect to on-ground

Growth of online & quality assurance efforts made us question what we are doing on-ground.

Benefits:

- Centers for Excellence in Teaching and Learning

- Training about teaching with technology

- Integration of methods in the on-ground class

- Sustaining during the pandemic
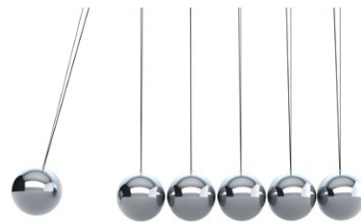
Meaning of Value-Added *Experiences*

Formal concept of Value-Added when applied to higher education [*from the Brookings rankings*]

College: Contributions to alumni economic success (holding degree & test scores constant).

K-12: contributions teachers make to learning

Business: dollar value of output (product) compared to inputs (materials)

Spirit of it when applied to "the collegiate experience"

For those who went to college in the more traditional, on-ground, residential way, what was the *experience*?

https://www.brookings.edu/wp-content/uploads/2016/07/FAQ-for-College-Value-Added-Report.pdf
Cunha, J. M., & Miller, T. (2014) https://doi.org/10.1016/j.econedurev.2014.06.001

Student testimonials

- New-found adult independence/responsibilities
- Personal growth
- Friends
- Activities
- Clubs
- Sports/Games
- Tail-gating events

- Intramurals
- Late study sessions
- Parties
- Dealing with roommates or group projects
- Significant romantic relationships
- Group identity

➤ *Things that come naturally out of the congregation of many people.*
➤ Extra- and co-curricular activities

Special Sauce

Institutional affiliation

Sense of belonging & community

Institutional pride

What if these optimize student success, persistence, retention and completion?

Belonging & Community

Focus in higher education

> *Many colleges are intentionally rethinking and reshaping what has broadly become known as the student experience. The goal is to make students' time on campus more engaging, more worthwhile, and more successful…*

> *Students have an overwhelming desire to connect and belong – with their peers, their faculty members, and their institutions. While that need is instinctive, knowing how to connect is not. Many more colleges are exploring creative new ways to help students feel they belong, both inside and outside the classroom.*

The Chronicle of Higher Education, *Reimagining the Student Experience.*

LO #1

Sense of Belonging – core elements

1. basic human need

2. fundamental motive, sufficient to drive behavior

3. takes on heightened important in certain context and times

4. related to /consequence of mattering

5. social identities intersect and affect sense of belonging

6. engenders other positive outcomes

7. must be satisfied on a continual basis and changes as circumstances, conditions and contexts change.

[Strayhorn, 2019, pp 29-40, as cited in Bentrim, Henning & Renn, 2022]
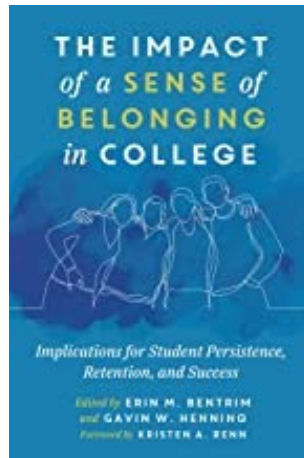
LO #1
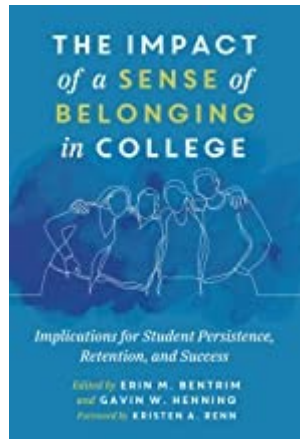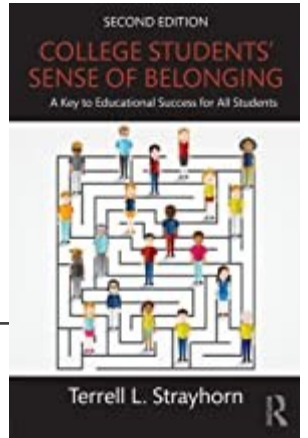
Consider actions beyond the classroom

Little work related to online students.

2022 publication only mentions online across ~4 pages and is only course-focused.

THE IMPACT of a SENSE of BELONGING in COLLEGE

Implications for Student Persistence, Retention, and Success

Edited by ERIN M. BENTRIM and GAVIN W. HENNING
Foreword by KRISTEN A. RENN

belonging

the single link
cries out for its chain
dreams of being
arm in arm
the holy embrace
of the many as one
of the many as tether
of the many as remembering
the secret to connection
is in learning how to open
over and over
and over again

katherine ferrier

What is your institution offering
in terms of value-added elements of the college experience?

On-ground

Strengths	Weaknesses
What we are doing.	

Opportunities	Threats

Online

Strengths	Weaknesses
What we are doing.	

Opportunities	Threats

List engagement practices to identify strengths and needs

What we are doing:	

LO #2

Ideas for new efforts

What more can we do?

Strengths	Weaknesses

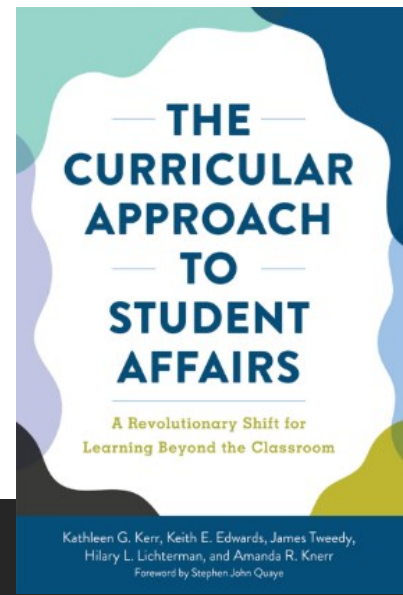| Opportunities	Threats

LO #3

Create an action plan

➢ Identify institutional parties & resources

➢ Expand offerings

➢ Consider implementing your own programming and measuring outcomes.
- Designing an intervention
- Identifying measures to assess outcomes

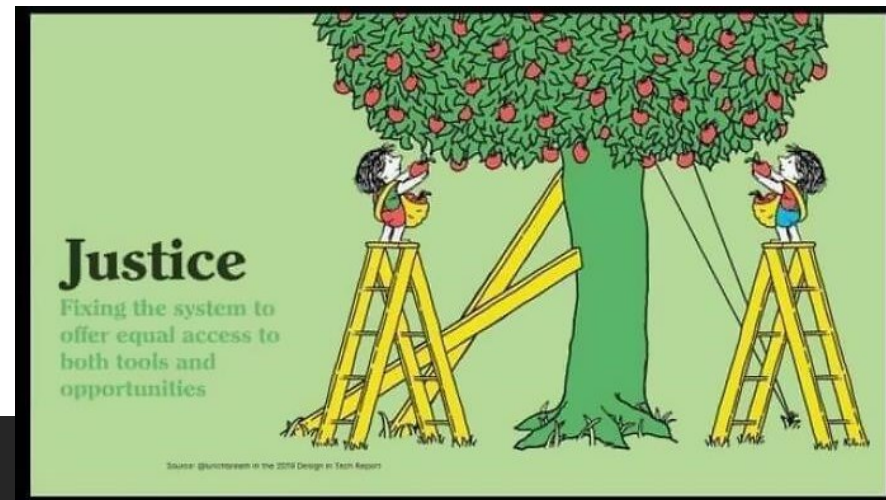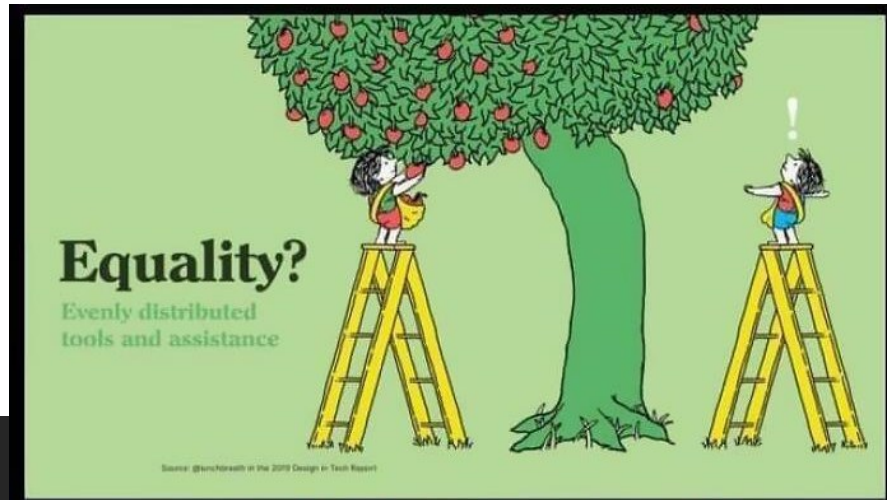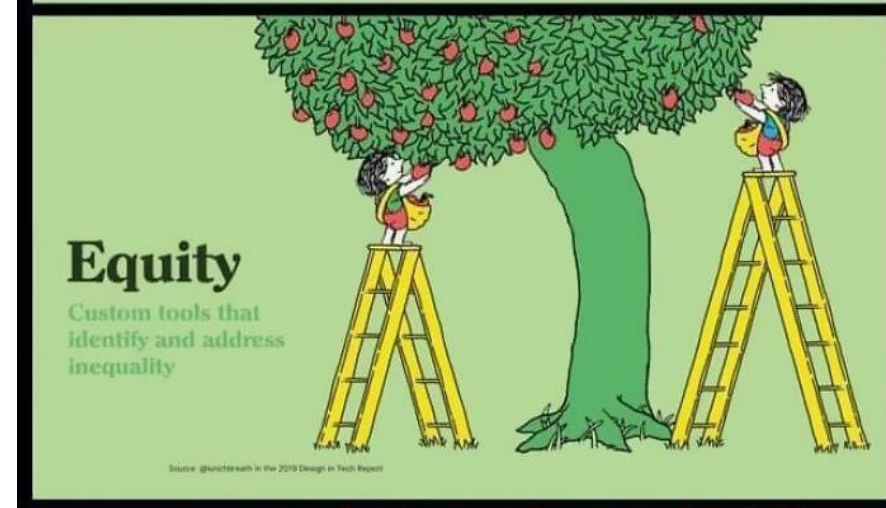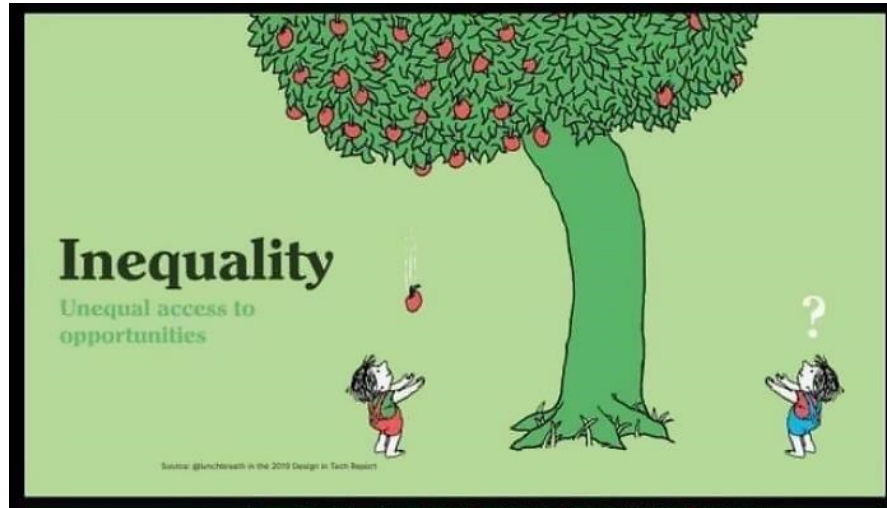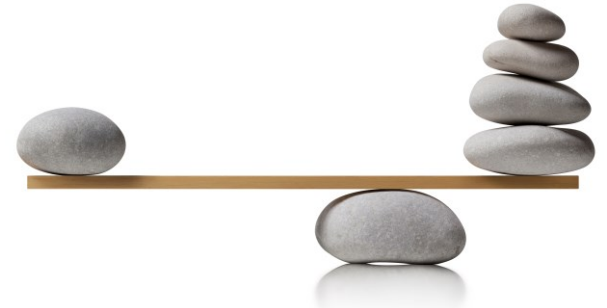➢ Sound the horn for others to strive to do more

How does this connect to Quality Matters?

QM is a gold standard for online and blended course design.

Imagine it extended to co- and extra-curricular activities.

Existing standards ---→ envisioned standards


THE CURRICULAR APPROACH TO STUDENT AFFAIRS

A Revolutionary Shift for Learning Beyond the Classroom

Kathleen G. Kerr, Keith E. Edwards, James Tweedy,
Hilary L. Lichterman, and Amanda R. Knerr
Foreword by Stephen John Quaye

Strive for balance

Onground

Online

Inequality
Unequal access to opportunities

Equity
Custom tools that identify and address inequality

Equality?
Evenly distributed tools and assistance

Justice
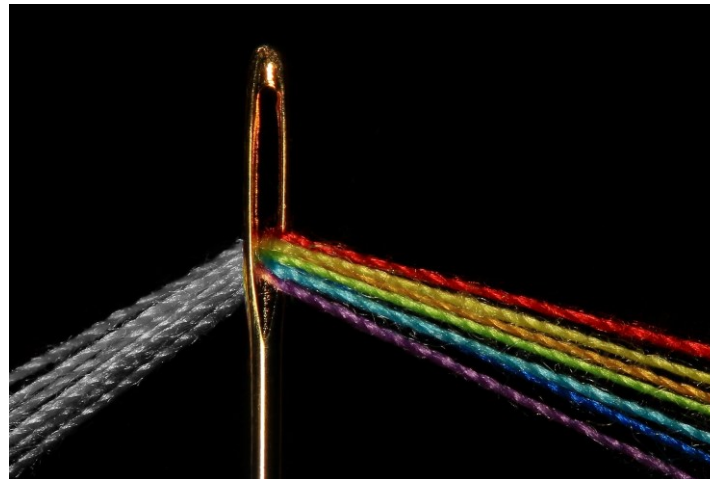Fixing the system to offer equal access to both tools and opportunities

Tony Ruth @lunchbreath
Based on Shel Silverstein's *Giving Tree*
for John Maeda's 2019 *Design in Tech Report*

Final thoughts

As researchers, study ways to Expand offerings & measure outcomes
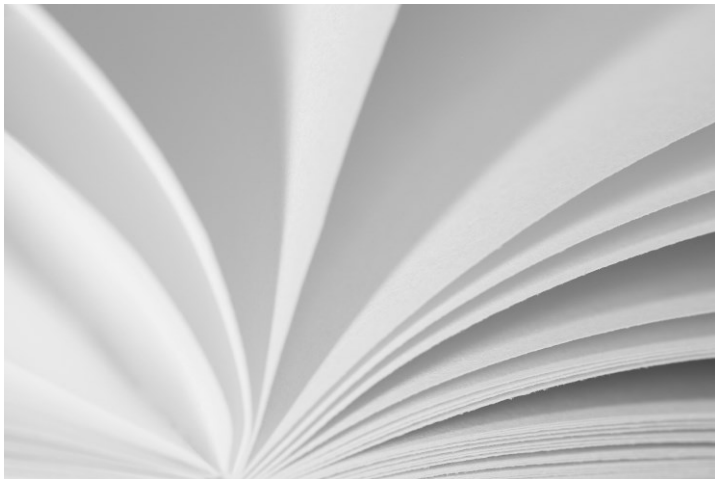
Challenge everyone to Enhance students' experiences within and **beyond** the classroom

Collaborate

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