

Fostering Student Success In Fully Online Courses

Mrs. Sarah Rutland and Dr. Sandra Chincholkar
 Departments of e-Learning and Mathematics and Statistics

As faculty, success in an in-person class does not necessary translate to success in a fully online course. After working together on MTH 148 Business Mathematics I for the last seven years, we present three recommendations to ensure optimization of student success.

(1) Connect with e-Learning Resources (2) Consistently be Present and (3) Get to Know Your Students.

Introduction

Post Pandemic, the creation of and enrollment in fully online courses has skyrocketed. MTH 148 online increased 61.5% in class size between F17 and F23 and 55.2% between Sp17 and Sp24.

Pandemic	Annual Year	Undergraduate Programs	Graduate Programs	Number of Credit Hours
Pre-Pandemic	AY 18-19	6	18	76,000
Post-Pandemic	AY 23-24	7	36	106,773

MTH 148 Fully Online Enrollment and Enrollment Percent Change

Annual Year	FALL	SPRING	SUMMER
AY 2016-2017	NA	*29	10
AY 2017-2018	26	24 (-17.4%)	18 (+80%)
AY 2018-2019	21 (-19.2%)	21 (-27.6%)	10 (0%)
AY 2019-2020	41 (+57.7%)	35 (+20.7%)	27 (+170%)
AY 2020-2021	57 (+119.2%)	48 (+65.5%)	17 (+80%)
AY 2021-2022	55 (111.5%)	46 (+58.6%)	26 (+160%)
AY 2022-2023	42 (+61.5%)	44 (+52.7%)	31 (+210%)
AY 2023-2024	42 (+61.5%)	45 (+55.2%)	Pending

*First semester taught online

Spring 2017, I took over MTH 148 online and my pass rate indicated that what I did in-person did not work online. MTH 148 online had a 18.10% lower pass rate when compared to my in-person MTH 148 class taught the same semester.

Spring 2017 Chincholkar		
In-Person	Pass Rate	73.30%
	Enrollment	30
Online	Pass Rate	55.20%
	Enrollment	29
Pass Rate Difference		18.10%

46% of faculty say they mirror the F2F experience in their online courses.

It turns out I am not alone. "Engagement in virtual environments is much different than in face-to-face classrooms. Faculty can't see how their students are reacting to the lecture or lesson.[1]"

Three Main Recommendations

(1) Connect with e-Learning Resources:

e-Learning offers one-on-one consultations to evaluate your course and provide course relevant recommendations. They also provide online courses (a) Faculty Online Teaching and Design Course and (b) e-Learning Academic Integrity Grant Award Workshop where we worked on converting MTH 148's Blackboard to the CSU Course template and aligning MTH 148 with Quality Matters (QM) standards. I added lecture videos to supplement Pearsons mylabmath (MLM), assignment time estimator and "Suggestions from Successful Students". Next, I added layers of consistent presence.

HW 1 Orientation	45 minutes
HW 2 (1.6)	2.5 hours
Discussion Board	30 minutes
HW 3 (2.1)	2 hours

(2) Consistently be Present [2]:

Next, we worked on planning my instructor presence. We focused on a communication strategy and putting myself into the content. Specifically focusing on regular interactions.

Pick what works for you & plan it in

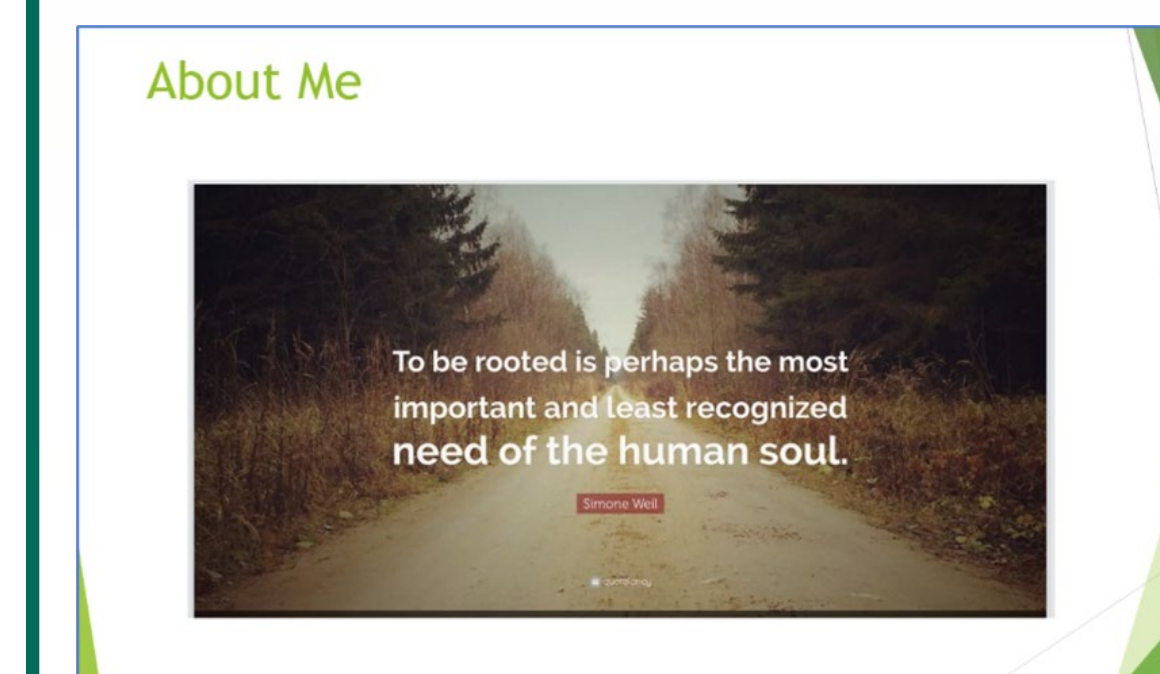
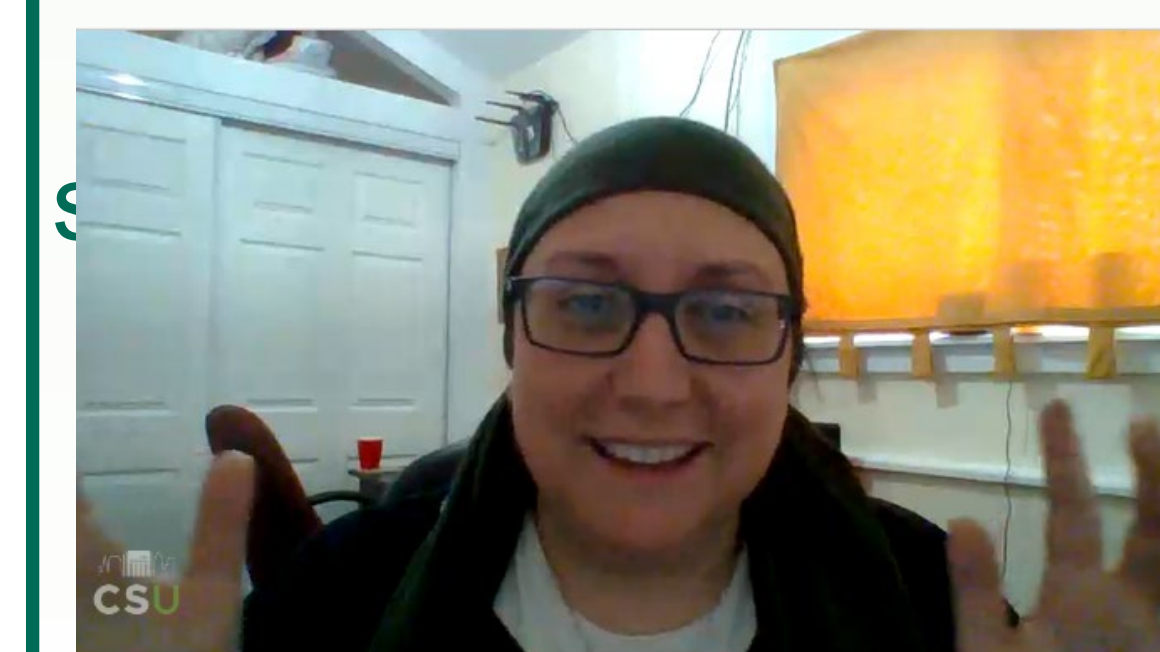
- Announcements
- Discussion board
- Reminder emails

Put yourself into the content

- Video or voice
- Your tone throughout

(3) Get to Know Your Students:

Finally, we worked on having the students get to know me by adding a "About Me Video" to introduce myself on a personal level. That was followed up with a questionnaire to learn their major, dream job, and workload (job and CSU). This allowed more personal conversations through-out the semester.



This work yielded a 47.5% reduction in the difference between my in-person and online pass rates. This occurred as my online class was increasing. See table for each semester comparison.

My Goals

- ▶ You feel like you have a community and support in MTH 148
- ▶ I help you the way you need, to succeed in MTH 148 and CSU
- ▶ You visit me when you make more money than me in a few years

Comparison of Pass Rates

Semester	In-Person Pass Rate	Online Pass Rate	Pass Rate Differences
Spring 2017	73.3%	55.2%	18.1%
Spring 2018	84%	70.83%	13.2%
Spring 2019	80%	66.7%	13.3%
Spring 2020	NA	71.4%*	
Spring 2021	67.9%	58.3%	9.6%
Spring 2022	79.1%	69.6%	9.5%

*denotes semesters where S/U grading was used and students earning a D could present as an S

e-Learning Support & Resources

e-Learning Support Contact:

Consultation Services:

<https://www.csuohio.edu/center-for-elearning/consulting-services>

Faculty Workshops:

<https://www.csuohio.edu/center-for-elearning/training>

References:

[1] Burnt Out & Overburdened: The Faculty Experience 2022 - <https://alchemy.works/faculty-experience-22/>

[2] [https://www.unr.edu/digital-learning/online-learning/online-learning-standards-and-policies/regular-and-substantive-interaction-\(rsi\)](https://www.unr.edu/digital-learning/online-learning/online-learning-standards-and-policies/regular-and-substantive-interaction-(rsi))