



HLC 2016-2019

EVIDENCE

Academic Affairs

Office of Online Learning

Online Retention Specialist Report:
Data Analysis & Evolution

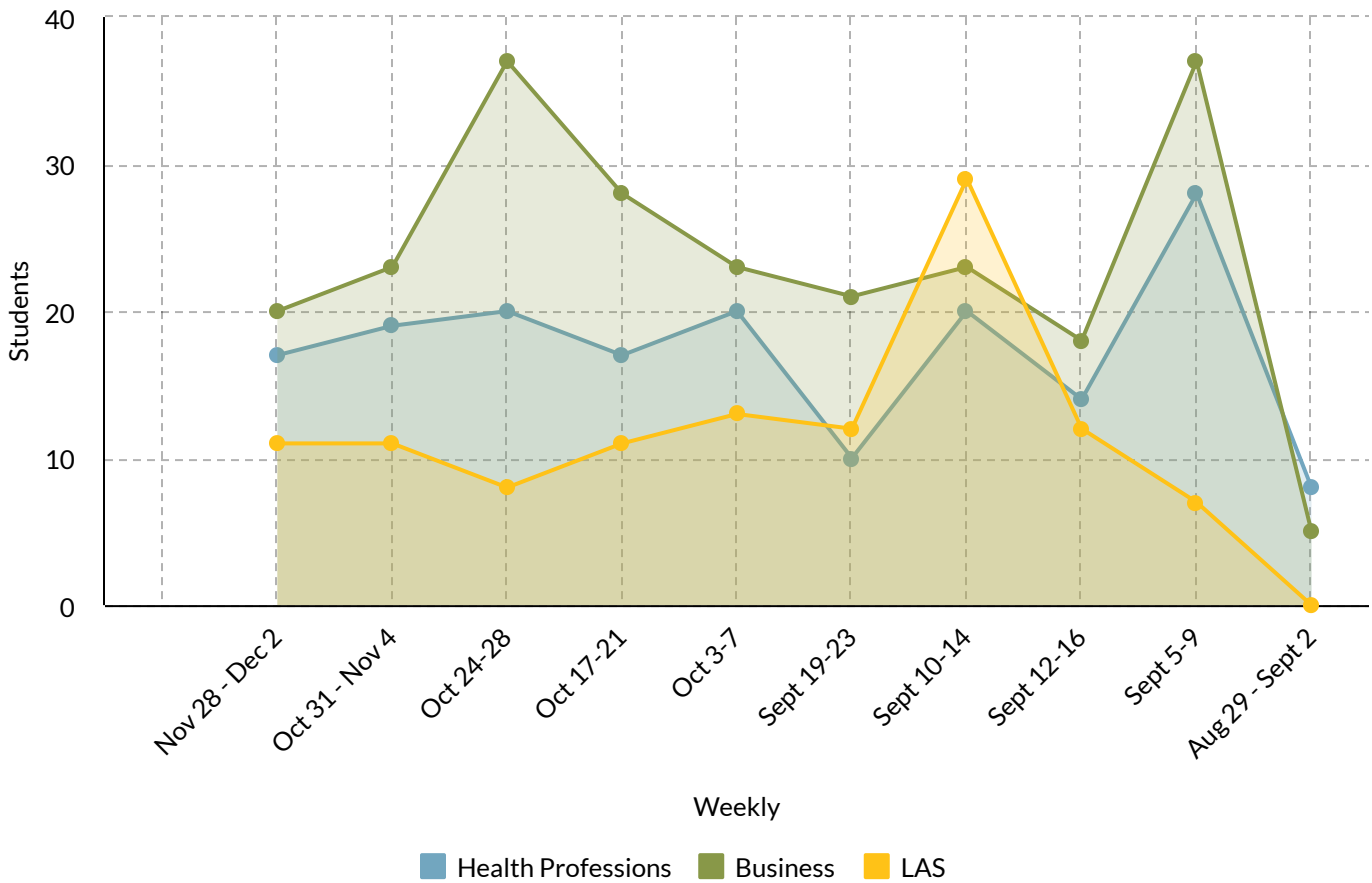
Online Retention Specialist Role

Wichita State University has provided a solution for students who cannot make it to campus to complete their degrees in higher education. The Barton School of Business, the College of Applied studies, the College of Health Professions, and the Fairmount College of Liberal Arts & Sciences all offer online programs to be inclusive to non-traditional students. Online students are often already working full time, raising and supporting their own families, and/or not living close enough to reasonably travel to campus for traditional classes. The online retention specialist's role at Wichita State was created to support these students enrolled in online programs.

Through the use of Blackboard Analytics, the online retention specialist tracks each student's online activity every week. If a student is displaying low online activity (they are significantly lower than the class mean) they are contacted and offered support. The type of support offered depends on the student's needs. It can be general questions regarding drops dates, financial aid/GI bill, and/or contact information for faculty or staff on campus. Students are encouraged to stay in contact with the retention specialist in case they have questions or concerns throughout the semester.

Students indicated in the charts are those who displayed low online activity, course accesses, minutes spent while logged in, interactions between items, and/or submissions. Outreach was provided to these students connecting them to resources across campus.

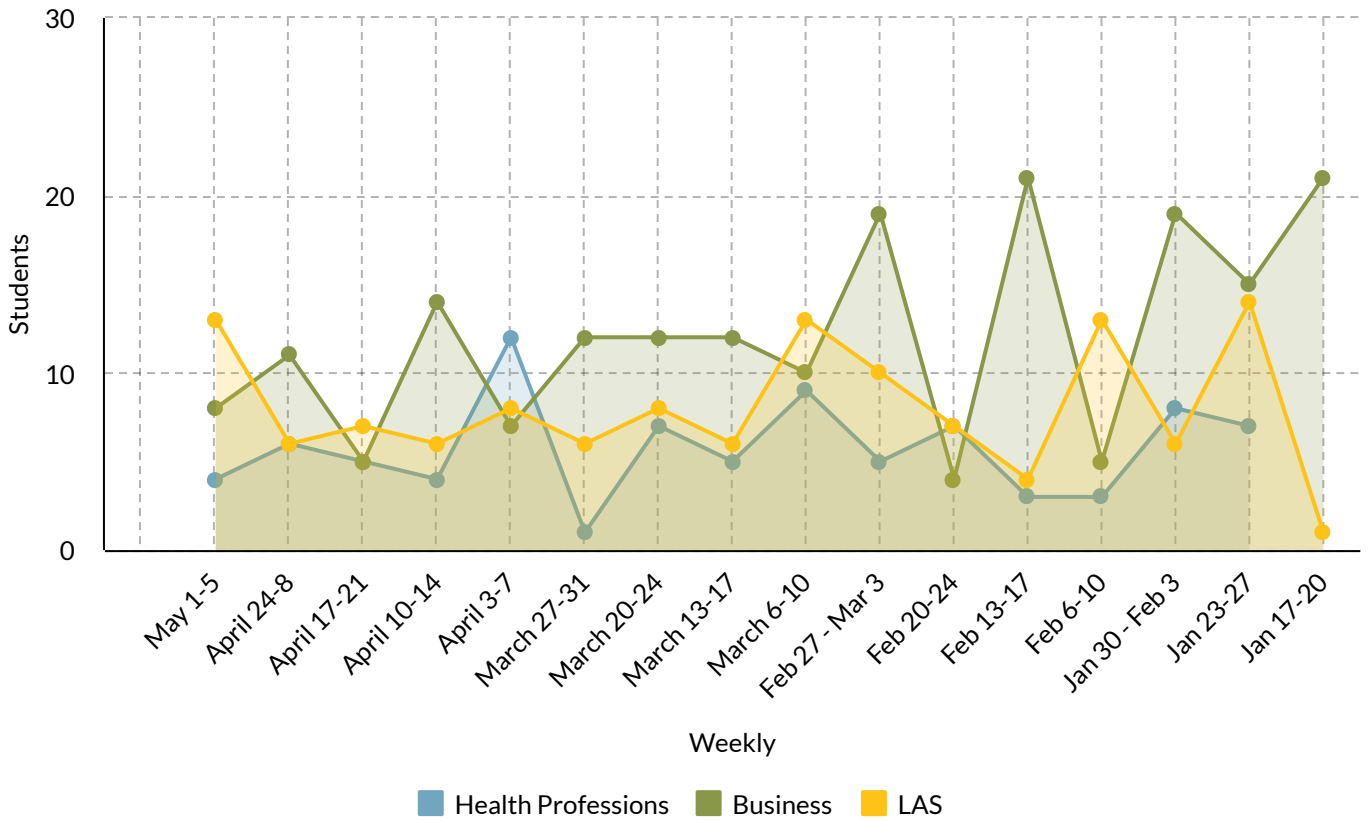
Fall Outreach 2016



Fall 2016	Health Professions	Business	LAS
Nov 28 - Dec 2	17	20	11
Oct 31 - Nov 4	19	23	11
Oct 24-28	20	37	8
Oct 17-21	17	28	11
Oct 3-7	20	23	13
Sept 19-23	10	21	12
Sept 10-14	20	23	29
Sept 12-16	14	18	12
Sept 5-9	28	37	7
Aug 29 - Sept 2	8	5	0

The total number of students displaying low online activity in one or more of their online courses dropped towards the end of the semester. This is usually the case at the end of a semester as students are engaging in their classes to complete all course work before final grades are submitted by their instructors.

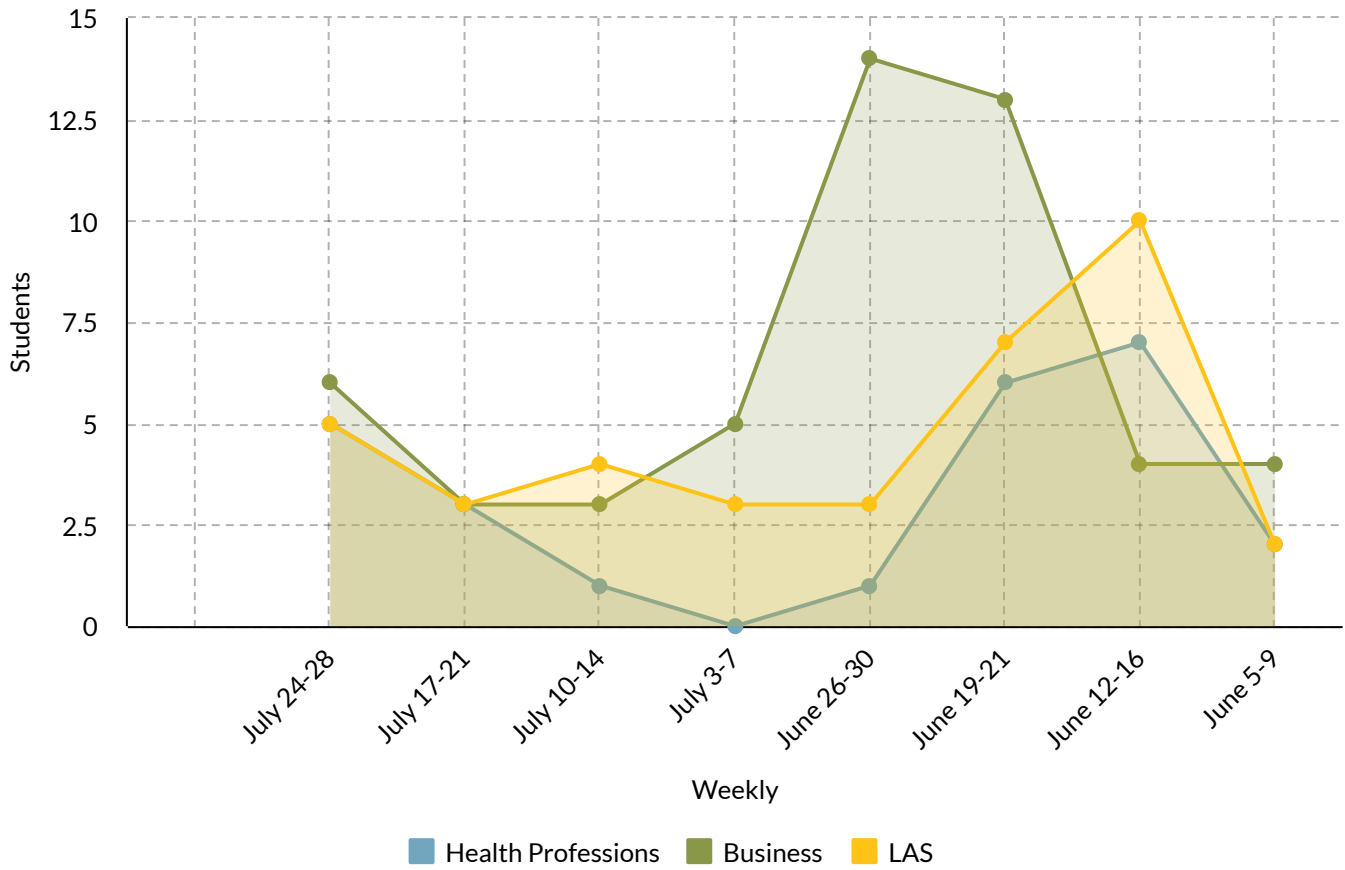
Spring Outreach 2017



Spring 2017	Health Professions	Business	LAS
May 1-5	4	8	13
April 24-8	6	11	6
April 17-21	5	5	7
April 10-14	4	14	6
April 3-7	12	7	8
March 27-31	1	12	6
March 20-24	7	12	8
March 13-17	5	12	6
March 6-10	9	10	13
Feb 27 - Mar 3	5	19	10
Feb 20-24	7	4	7
Feb 13-17	3	21	4
Feb 6-10	3	5	13
Jan 30 - Feb 3	8	19	6
Jan 23-27	7	15	14
Jan 17-20	0	21	1

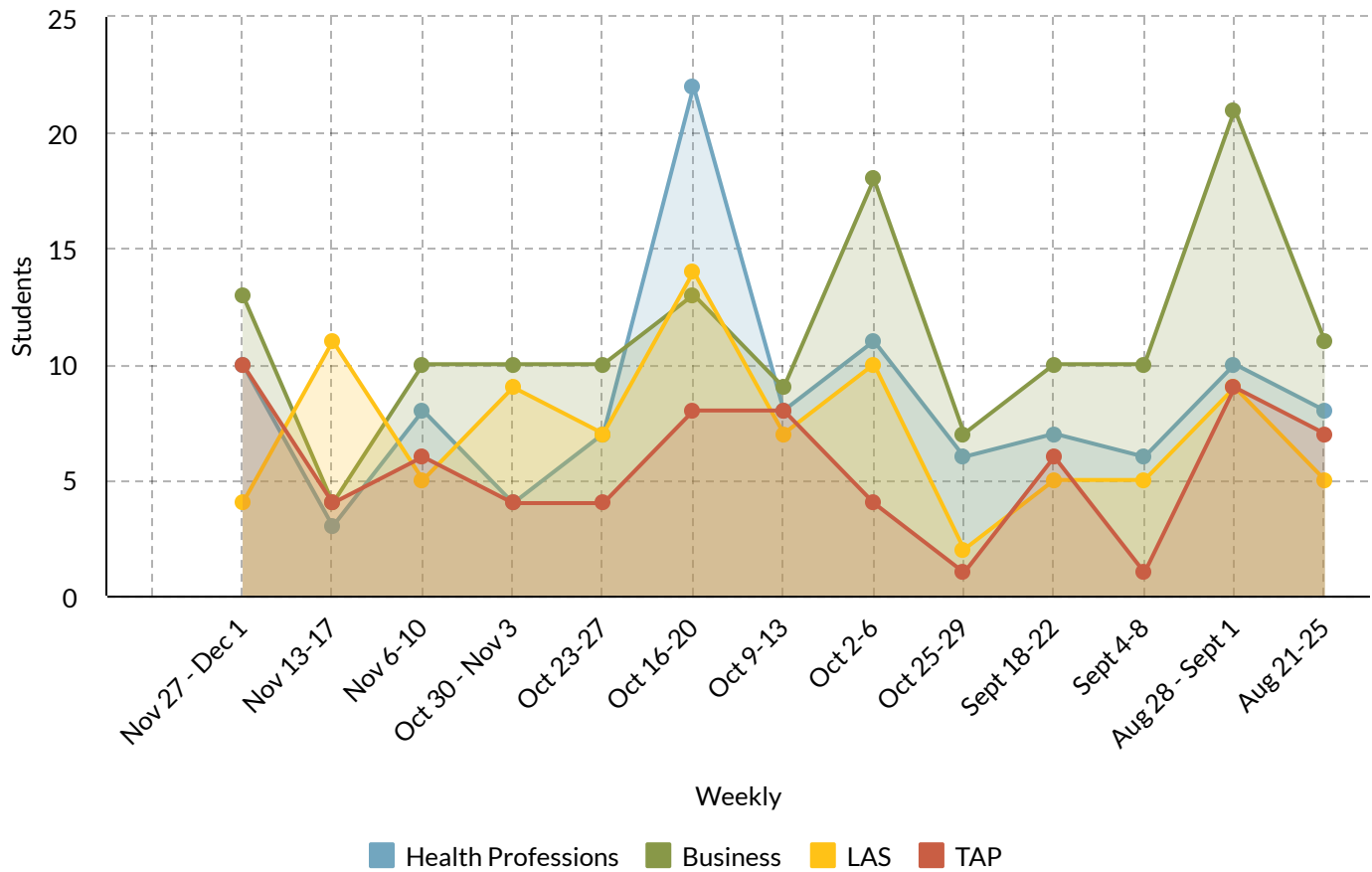
The total number of students displaying low online activity in one or more of their online courses dropped towards the end of the semester within Health Professions and LAS. It's normal to see students logging in towards the end of the semester to ensure they've met all their requirements and followed up on any extensions given by their instructors. Students are also logging in to predict their final grades before the end of the semester. Business ended the semester higher than normal indicating lower online activity which triggered more outreach to support students. I found Business students didn't necessarily need additional support, they simply felt confident in completing their online course due to their instructor's timeliness of grading feedback and answering emails.

Summer Outreach 2017



Summer 2017	Health Professions	Business	LAS
July 24-28	5	6	5
July 17-21	3	3	3
July 10-14	1	3	4
July 3-7	0	5	3
June 26-30	1	14	3
June 19-21	6	13	7
June 12-16	7	4	10
June 5-9	2	4	2

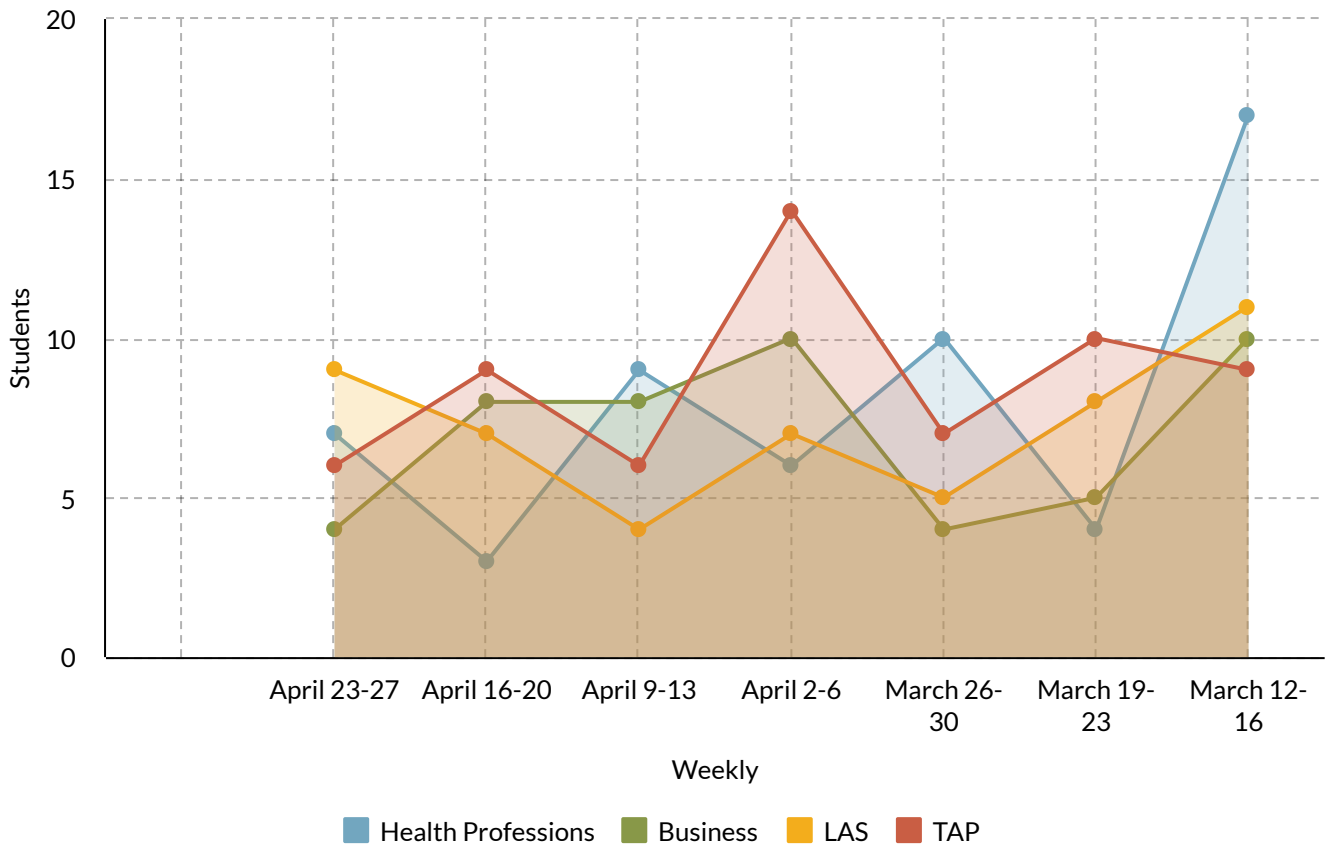
Fall Outreach 2017



Fall 2017	Health Professions	Business	LAS	TAP
Nov 27 - Dec 1	10	13	4	10
Nov 13-17	3	4	11	4
Nov 6-10	8	10	5	6
Oct 30 - Nov 3	4	10	9	4
Oct 23-27	7	10	7	4
Oct 16-20	22	13	14	8
Oct 9-13	8	9	7	8
Oct 2-6	11	18	10	4
Oct 25-29	6	7	2	1
Sept 18-22	7	10	5	6
Sept 4-8	6	10	5	1
Aug 28 - Sept 1	10	21	9	9
Aug 21-25	8	11	5	7

The Teacher Apprentice Program (T.A.P) was monitored here in addition to our other online programs. The total number of students displaying low online activity in one or more of their online courses dropped towards the end of each semester. The drop within each of the colleges indicates student's online activity was healthy (students are interacting in their online courses and likely to be more engaged) and required less outreach.

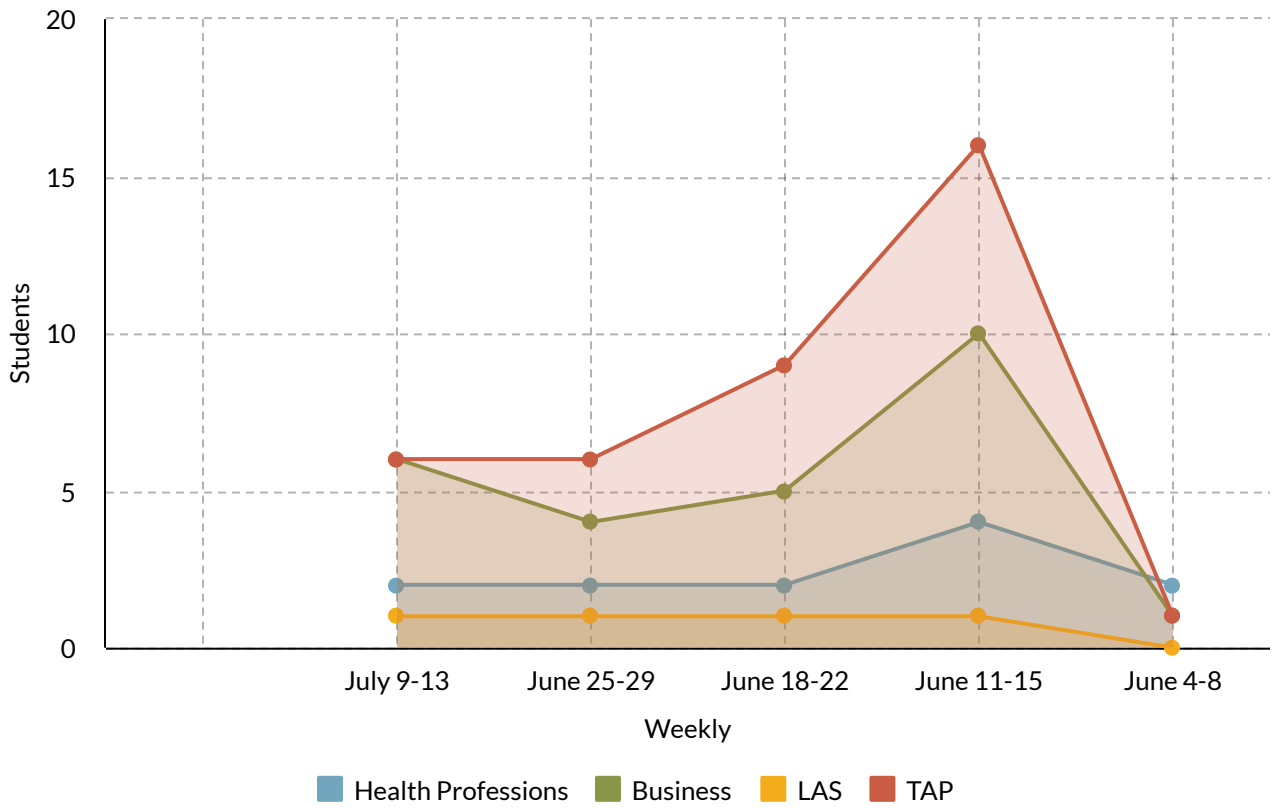
Spring Outreach 2018



Spring 2018	Health Professions	Business	LAS	TAP
April 23-27	7	4	9	6
April 16-20	3	8	7	9
April 9-13	9	8	4	6
April 2-6	6	10	7	14
March 26-30	10	4	5	7
March 19-23	4	5	8	10
March 12-16	17	10	11	9

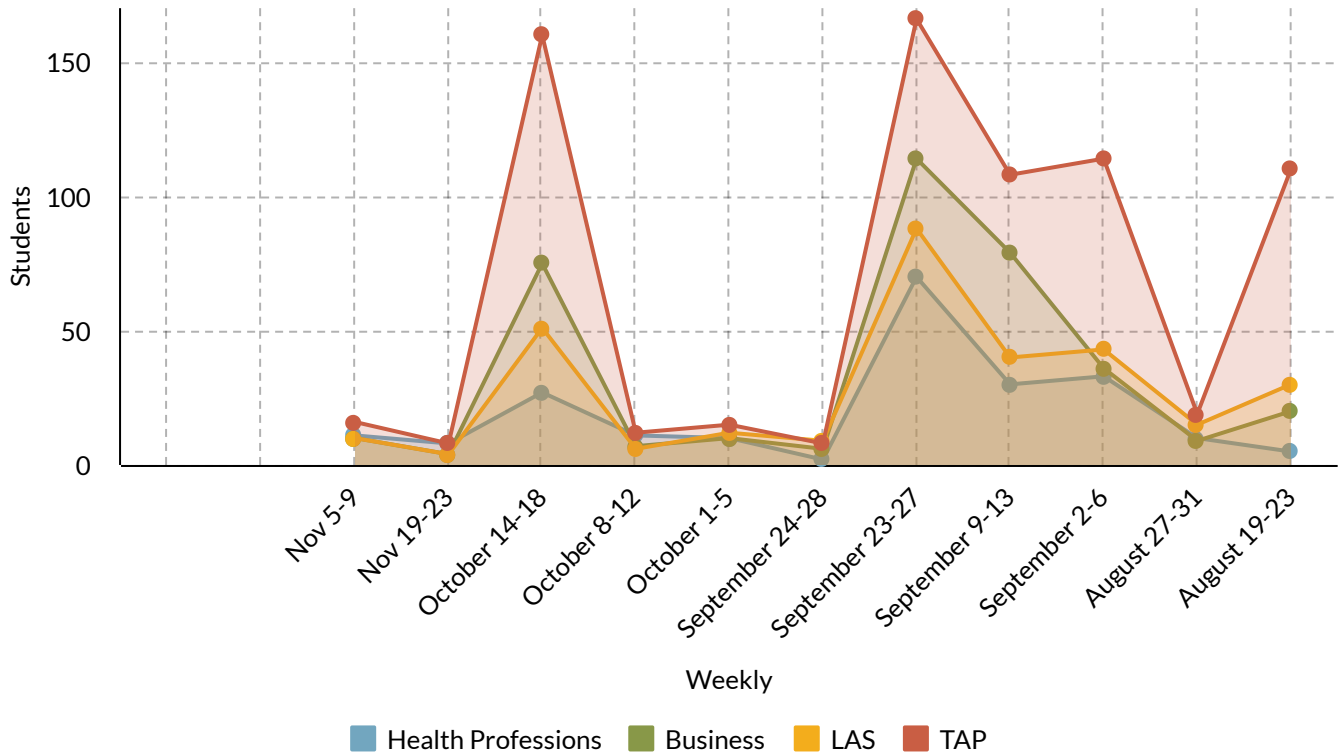
Note: During spring, Blackboard Analytics went down for most of the semester which is why there are 7 weeks of data. It appears to spike during the last recorded week of March 12-16th however this is the time period we experienced an Analytics outage. Although students enrolled in online programs were not tracked, outreach and support continued throughout the semester. Students enrolled in online programs were contacted through email, phone, or meeting up on campus to connect them with online resources such as free tutoring, library assistance, writing center, semester schedule planning, student success planning to remove holds, financial aid support, testing services, career development, support with online orientation, etc.

Summer Outreach 2018



Summer 2018	Health Professions	Business	LAS	TAP
July 9-13	2	6	1	6
June 25-29	2	4	1	6
June 18-22	2	5	1	9
June 11-15	4	10	1	16
June 4-8	2	1	0	1

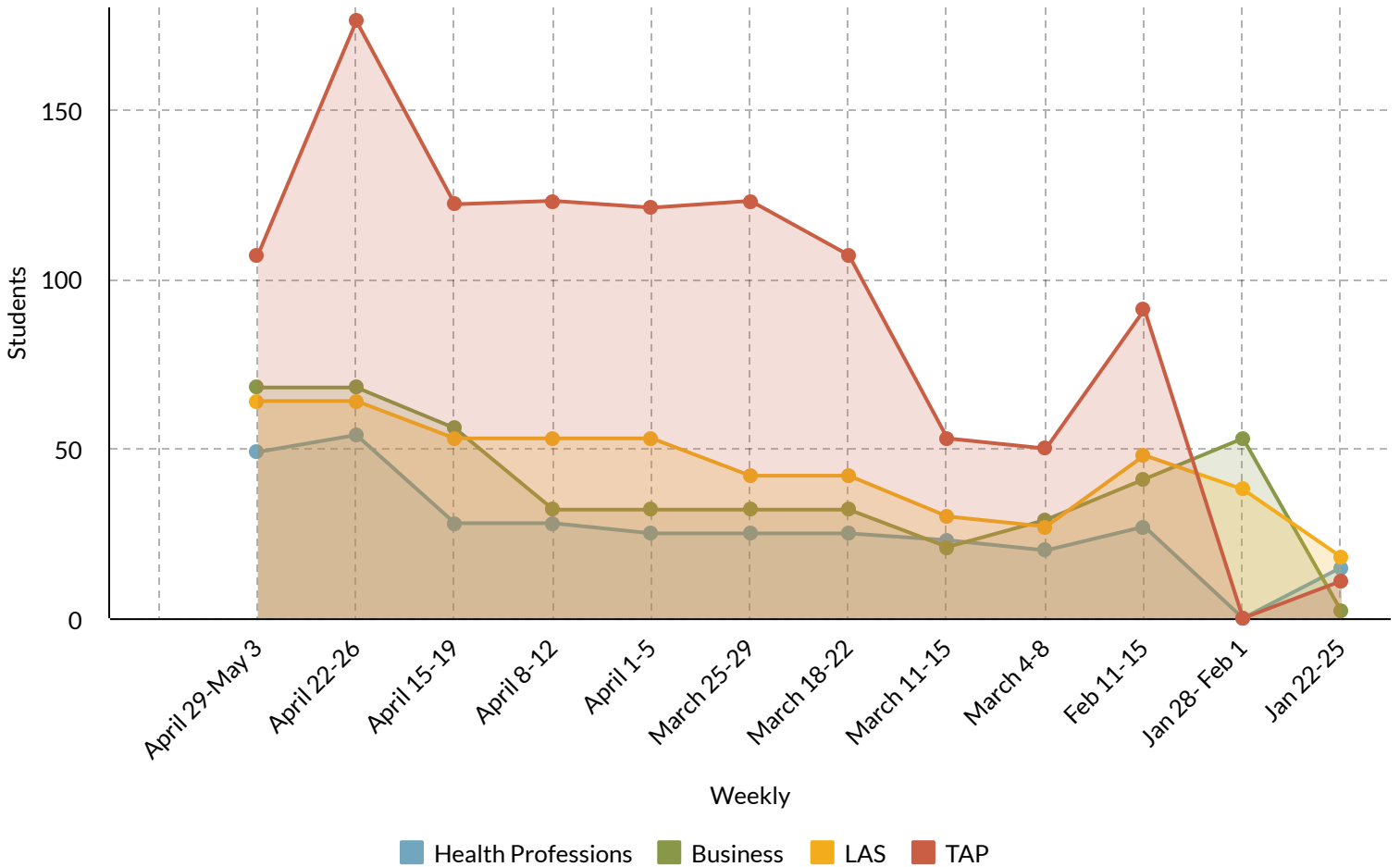
Fall Outreach 2018



Fall 2018	Health Professions	Business	LAS	TAP
Nov 5-9	11	10	10	16
Nov 19-23	8	4	4	8
October 14-18	27	75	51	160
October 8-12	11	7	6	12
October 1-5	10	10	12	15
September 24-28	2	6	9	8
September 23-27	70	114	88	166
September 9-13	30	79	40	108
September 2-6	33	36	43	114
August 27-31	10	9	15	19
August 19-23	5	20	30	110

The Teacher Apprentice Program (T.A.P) experienced 2 spikes this semester. T.A.P courses are often 8 weeks instead of the traditional 16-week format which might explain for the double spike. The total number of students displaying low online activity in one or more of their online courses dropped towards the end of the first and second 8-week course timeframe within the semester. This is usually the case at the end of a course as students are engaging to complete all course work before final grades are submitted by their instructors. T.A.P. also experienced higher enrollment around this time period which is why they are now the highest outreach in this chart.

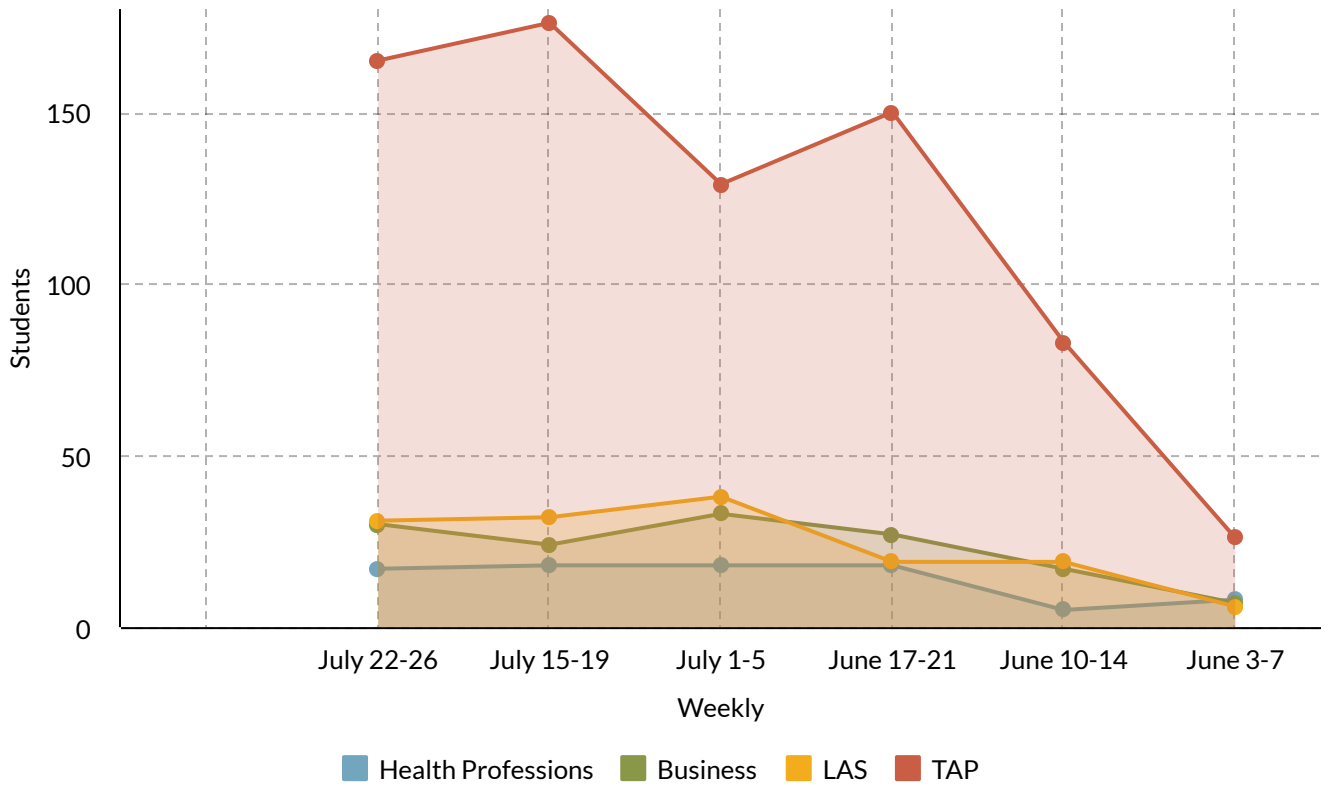
Spring Outreach 2019



Spring 2019	Health Professions	Business	LAS	TAP
April 29-May 3	49	68	64	107
April 22-26	54	68	64	176
April 15-19	28	56	53	122
April 8-12	28	32	53	123
April 1-5	25	32	53	121
March 25-29	25	32	42	123
March 18-22	25	32	42	107
March 11-15	23	21	30	53
March 4-8	20	29	27	50
Feb 11-15	27	41	48	91
Jan 28- Feb 1	0	53	38	0
Jan 22-25	15	2	18	11

T.A.P. and Health Profession students declined towards the end of the semester then experienced a small spike during the last week of classes. There are many variables that could influence spikes but because I worked with the students this semester, I know they didn't experience any specific dilemmas. They most likely finished courses and felt confident they no longer needed to log in. I didn't have many last-minute inquiries from students about final grades or disconnect with instructors. The total number of students displaying low online activity in one or more of their online courses dropped towards the end of each semester for Business and LAS.

Summer Outreach 2019



Summer 2019	Health Professions	Business	LAS	TAP
July 22-26	17	30	31	165
July 15-19	18	24	32	176
July 1-5	18	33	38	129
June 17-21	18	27	19	150
June 10-14	5	17	19	83
June 3-7	8	7	6	26

Retention Outreach Evolution

In order to manage financial support for an additional advisor in the OneStop, the search for the vacant Online Retention Specialist position was canceled on February 21, 2020. The funding used to support 1FTE will be transferred to OneStop. The following plan for distributing the responsibilities of the discontinued position, will ensure that we meet current requirements of tracking, outreach, and support to students enrolled in online programs with existing resources in the offices of Student Success and Online Learning. The work will transition from one Online Retention Specialist position to multiple advocates across the university. Online Learning will continue to pull Analytics for Learn Reports multiple times every semester to track students enrolled in online programs and train the designated success coaches on how to interpret the reports. These reports will be distributed to success coaches and other online employees so they may provide outreach with SSC, emails, and phone calls.

Barton School of Business

The Success Coach in Barton School of Business will provide outreach:

- General Business
- Management
- Human Resource Management

College of Applied Studies

Because of the high number of students and the specialized support that this program requires, Online Learning will provide outreach with existing staff working part of their duties on this population:

- ECU/EE-Apprentice (TAP)

College of Health Professions

Success Coach that oversees Fairmount College of Arts and Sciences & College of Health Professions will provide outreach:

- Dental Hygiene Completion
- RN to BSN

Fairmount College of Liberal Arts and Sciences

Student Success is hiring a new Success Coach who starts early March and will cover LAS outreach:

- Criminal Justice
- Homeland Security
- LAS-Unclassified
- Associate in Arts
- General Studies and Field Major online programs

References

Wichita State Analytics for Learn Reports. (2016, January 1). SQL Server Reporting Services. Retrieved April 15, 2020, from <http://bbreports.wichita.edu/reports>