TODAY’S PRESENTERS

Carol Schuler
Vice President
Council of Independent Colleges

Rob Manzer
Co-Founder and Chief Academic Officer
College Consortium

Jamel Wright
President
Eureka College

Nathan Green
Co-Founder and Vice President
College Consortium
• If you want to participate in the webinar using your phone, select “Telephone” and dial (415) 655-0060. The access code is 827-800-584. The PIN can be found on the right-hand side of the screen. You can also use a headset or speakers connected to your computer.

• Use the Questions box on the right to submit questions. Please include your name and the name of your institution.

• All voice lines are muted.

• Note: The webinar is being recorded; slides, handouts, and a link to the recording will be sent to all registered participants and provided on CIC’s website.
TODAY’S AGENDA

1. Purpose of today’s Webinar
2. CIC and Online Course Sharing
3. CIC Online Course Sharing Consortium - Progress
4. Big Idea: Repurposing Existing Capacity in Online Courses from Aligned Institutions to Support Student Progress
5. Platform: Managing Inter-College Enrollments
6. Quality Assurance
7. Bringing Back Enrollments – Leakage and Retention
8. Eureka College: Summer Retention Improvement Strategy
9. Next Steps
10. Appendices: Quality Assurance, Benefits, Operations
CIC AND ONLINE COURSE SHARING

• CIC provides national reach to CIC members that participate

• Discounted annual fees

• Like-minded institutions that share similar goals and concerns for academic quality, as well as a commitment to the liberal arts

• Better assist students with academic progress
NEW CIC OCS CONSORTIUM: PROGRESS

CIC ONLINE COURSE SHARING CONSORTIUM

The CIC Online Course Sharing Consortium provides access to technology that facilitates online course sharing among CIC members that have similar curricular goals, a concern for academic quality, and a commitment to the liberal arts.

The Consortium helps colleges address immediate course availability issues; improve revenue, retention, and completion; and streamline payments and reporting.

Administrators can easily automate tasks, and academic leaders can increase the flexibility of course offerings provided to students.

MEMBER INSTITUTIONS

Alderson Broaddus University
Aquinas College
Benedictine College
Bethany Lutheran College
Bethel College (KS)
Bluefield College
Brevard College
Catawba College
Building Block: Student Intractability

- May lose athletic eligibility
- Dropped to 12 hours first semester and fell behind
- Changed Majors
- Weighed down by D or F on transcript
- Walked at graduation but didn’t complete
- Transferred and out of sync

Weighed down by D or F on transcript
Solution: Consortium Course Sharing

Course Demand

Access Courses from Qualified Faculty and Aligned Institutions

Open Seat Inventory

Support Student Progress
Benefits of the Consortial Model

Consortial Courses:

1. Transcribed on student’s home transcript
2. Covered by financial aid
3. Can replace or substitute a poor grade in a course taken at the home institution
4. Can count under residency requirements
5. Can count toward full or part-time status
The Platform: Easy to Use Every Day
- Moves data and dollars between schools

Revenue Sharing
- *Teaching Institution* offers seat at lower price:
  1. No cost to recruit student
  2. Filling an existing (empty) course seat
- *Student’s Home Institution* charges its regular per-credit hour rate

New Paradigm: Intentionally Supporting Student Progress with Other Schools’ Courses
- Preview syllabi, faculty credentials and assessment data
- Pre-approve courses for all contingencies
- Develop new strategies to boost retention and completion (e.g., D/F/W strategy)
QUALITY ASSURANCE

- Quality Assurance
- Institution Courses
- Consortium Courses
- Transfer Courses

Total Courses Taken

William Peace University

$1,000
3 Credits

PSY 101 / Undergraduate / Spring 2019
Session: Spring 2

Does what you eat impact your brain function? Is it damaging to spank your children? Are you really independently minded, or do others influence you more than you think? These are just a few of the many real-life questions addressed in General Psychology. Through readings, lectures, discussions, and in-class activities, you will learn the ways psychologists study human behavior and the mind. A major emphasis will be placed on understanding basic methods of data collection, analysis, and interpretation. No matter what major you decide to pursue, General Psychology will help you better understand yourself and be able to work effectively with others.

View Syllabus

- Required Text
- Prerequisites
- Course Mapping
- Faculty Credentials
- Learning Assessments

THE COUNCIL OF INDEPENDENT COLLEGES
Introduction to Psychology - PSY101
William Peace University Summer 2017, Session I
5/8/17-6/24/17

Course Syllabus

Instructor Information
Instructor: A. Whitney Shea, M.A.
Office phone (if necessary): (252) 876-1770

I find that it is much easier for both of us to plan a time to speak on the phone if needed. Just shoot me an email and I will get back to you!

Email: awshea@peace.edu

Course Objectives/Description

- Knowledge of Psychology
- Development of scientific values and skills
- Personal development

Course description: In this overview course, students will learn and understand the principles and applications of psychology for practical purposes and across disciplines. The practical applications of psychological research to issues and problems facing the world will be addressed. Students will learn and be actively engaged in how psychological findings can be used in a large variety of contexts. This course is a core requirement for all psychology majors. Prerequisite(s): NONE
# Quality Assurance – Faculty Credentials

Syllabi, Faculty Credentials, Learning Assessments

## Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

**Name of Institution:** William Peace University  
**Name of Primary Department, Academic Program, or Discipline:** Psychology

**Academic Term(s) Included:** 2011-2016 (Spring, Summer, Fall)  
**Form Completed:** 11/14/2018

<table>
<thead>
<tr>
<th>NAME (F, P)</th>
<th>COURSES TAUGHT Including Term, Course Number &amp; Title, Credit Hours (D, UN, UT, G)</th>
<th>ACADEMIC DEGREES &amp; COURSEWORK Relevant to Courses Taught, Including Institution &amp; Major List specific graduate coursework, if needed</th>
<th>OTHER QUALIFICATIONS &amp; COMMENTS Related to Courses Taught</th>
</tr>
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<tbody>
<tr>
<td>A. Whitney Shea (P)</td>
<td>Introduction to Psychology (PSY101) Fall '18, Summer '16, Spring '18, Fall '17, Summer '17, Spring '17, Fall '16, Summer '16, Spring '16, Fall '15, Summer '15, Spring '15, Fall '14, Summer '14, Summer '13, Spring '13, Fall '12, Summer '12, Spring '12, Fall '11, Spring '11 (UT)</td>
<td>Degree: Master of Arts in Clinical Psychology, Magna Cum Laude, Bridgewater State College, 2001.</td>
<td>SAT proctor, Westminster School, Simsbury, CT - 2018-present. Proctored advisor, zhishiq (assisting Chinese students applying to American/international higher education institutions), 2017-present. Online instructor, Nichols College: 2004-2016.</td>
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Syllabi, Faculty Credentials, Learning Assessments
SOLUTION FOR LEAKING STUDENTS

ACADEMIC 2018 ENROLLMENTS

CURRENT

IDEAL

RETIRED STUDENTS
SUMMER TRANSFER COURSES BROUGHT BACK

30-60-90 PROGRESS STRATEGY
EUREKA COLLEGE: SUMMER RETENTION IMPROVEMENT STRATEGY

ORIGINS

- Fall 2017: Change in academic leadership
- Concern about student retention
- Figuring out how to use the College Consortium platform to increase retention
- Gaining faculty and campus support
EUREKA COLLEGE: SUMMER RETENTION IMPROVEMENT STRATEGY IMPLEMENTATION

Major campus-wide effort spearheaded by Academic Affairs:

• Identified and selected DFW courses: 26 courses
• Opportunity to improve or replace poor grades under consortial model
• Path to avoid going on probation or being dismissed
• Identified specific courses for students and the specific grades they needed to regain good standing
EUREKA COLLEGE: SUMMER RETENTION IMPROVEMENT STRATEGY
SUMMER 2018 RESULTS

- 112 enrollments with 4 consortium partners; 47 students
- Of 47 total students who took courses, 42 returned in the Fall (94% retention) and 4 graduated
- Of 9 students who were placed on probation in the Spring and given option to take a summer consortial course, 9 went off probation
- Of 9 students who were dismissed in the Spring and given option to take a summer consortial course, 8 went off dismissal
- 3% increase in retention from retaining 8 dismissed students
- Additional Summer revenue: $39,622; summer course leakage reduced by 40 courses
- Additional Fall revenue from improved retention: $127,500; projected for Spring: $105,000
**Next Steps to Participate**

1. Meetings/phone conferences/screen shares with your team to learn more and explore the opportunity
2. Determine your interest in being an Enrolling and/or Teaching Institution
3. Execute Services Agreement and Consortium Agreements
4. Onboarding: how to use the platform to receive and/or book enrollments
5. Identify courses you want to offer or access through consortia
6. Participate in Summer Retention Improvement strategy

**For questions please contact:**
Nathan Green (Primary) – [nathan@collegeconsortium.org](mailto:nathan@collegeconsortium.org), C: (917) 309-1877
Rob Manzer (Academics) – [rob@collegeconsortium.org](mailto:rob@collegeconsortium.org), C: (512) 492-2550
APPENDIX I: HOME INSTITUTION QUALITY CONTROL BEST PRACTICES

Teaching Institution Responsibilities

• Provide access to the Home Institution: Course syllabi, teaching faculty credentials, course learning outcomes assessment documentation, other available information documenting academic quality of coursework
• Maintain open dialogue with Home Institution: Course implementation details, course content, learning outcomes assessments, other relevant effectiveness documentation

Home Institution Responsibilities

• Review Host Institution syllabi: Content, learning outcomes, contact hours, teaching faculty credentials, conformity with other Home Institution standards
• Conduct and document periodic reviews of course quality: Include appropriate dialogues with Host Institution personnel (see “Guidelines” section for specifics)

Periodic Review Guidelines for Home Institutions

• Specify periodic review dates based on accreditation/institutional requirements
• List all courses provided by Teaching Institutions
• Write a summary description of learning outcomes assessment for Host courses
• Develop a summary analysis of Teaching Institution-course learning outcomes assessments
• Include comparisons with Teaching Institution coursework assessments
• Include in these comparisons both Home Institution face-to-face and on-line coursework
• Specify face-to-face and on-line course data in these comparisons
• If comparisons are not available, specify actions being taken to remediate this defect
Appendix II: Benefits of Academic Sharing

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<thead>
<tr>
<th>Teach</th>
<th>Recover</th>
<th>Complete</th>
<th>Enhance</th>
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<tbody>
<tr>
<td>Sell Empty Seats</td>
<td>Summer School</td>
<td>Retention/Completion</td>
<td>Improve Pathways</td>
</tr>
<tr>
<td>• Generate new revenue</td>
<td>• Recapture/new revenue</td>
<td>• Flexible schedules</td>
<td>• Augment programs</td>
</tr>
<tr>
<td>• Fill under-enrolled</td>
<td>• More control of courses</td>
<td>• Increase graduation rate</td>
<td>• Degree+ and 4+1</td>
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<tr>
<td>sections</td>
<td></td>
<td>• Improve rate of progress</td>
<td></td>
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<td></td>
<td>Near Alumni</td>
<td>Athletic/Fin Aid Eligibility</td>
<td>• Recruit more students</td>
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<td>Course Cancellations</td>
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<td></td>
<td>Teach Outs</td>
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<td>• More graduates/alumni</td>
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<td>• Replace under-enrolled</td>
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### APPENDIX III: PROCESS AND PRICING

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<tr>
<th>PROCESS</th>
<th>UNIT ECONOMICS</th>
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<tr>
<td><strong>ALIGN COURSES</strong></td>
<td><strong>$1,200</strong>&lt;br&gt;Avg. student charge for CC courses</td>
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<tr>
<td>TI Loads courses</td>
<td><strong>$487</strong>&lt;br&gt;Profit</td>
</tr>
<tr>
<td>HI approves courses</td>
<td><strong>$600</strong>&lt;br&gt;Avg. B2B fee set by TI</td>
</tr>
<tr>
<td><strong>REGISTER &amp; ATTEND</strong></td>
<td><strong>$612</strong>&lt;br&gt;Profit</td>
</tr>
<tr>
<td>HI enrolls student</td>
<td><strong>$600</strong>&lt;br&gt;Avg. B2B fee set by TI</td>
</tr>
<tr>
<td>TI onboards student</td>
<td><strong>$450</strong>&lt;br&gt;Avg. CC enrollment fee</td>
</tr>
<tr>
<td>CC ACH’s payment</td>
<td></td>
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<tr>
<td><strong>COMPLETE &amp; TRANS/script</strong></td>
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<tr>
<td>Student completes course</td>
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<tr>
<td>TI loads grades</td>
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<tr>
<td>HI recognizes grades</td>
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**ILLUSTRATIVE**
Questions?
MORE INFORMATION AND CONTACTS

• OCSC Resources may be found on the CIC Website: www.cic.edu/member-services/online-course-sharing-consortium

• For questions, please contact:
  – Carol Schuler, CIC Vice President
    • cschuler@cic.nche.edu
    • (202) 466-7230
  
  – Nathan Green, College Consortium Co-Founder and Vice President
    • nathan@collegeconsortium.org
    • (917) 309-1877

  – Rob Manzer, College Consortium Co-Founder and Chief Academic Officer
    • rob@collegeconsortium.org
    • (512) 492-2550

  – Norval Kneten, CIC Senior Advisor
    • nkneten@ cic.nche.edu