

College Action Project Worksheet for NEW CAP Projects – July 2014

CAP: 1.2.3 Increase Student Success in Distance Learning Courses

Champions: Garret Brand and Jeremy Osborn

1. Proposed CAP Team Members:

- Garry Brand (Online Faculty and Online Faculty Trainer)
- Jeremy Osborn (Director of the Center for Teaching Excellence)
- Susan DelRaso (Open Computer Lab Rep)
- Don VanOeveren (Open Computer Lab Rep)
- Jose Mora (DLIT Support Professional)
- Lisa Gleoge (Online Faculty and AGC Issue Paper on Mandatory DL Orientation)
- Laurie Foster (Online Faculty and AGC Issue Paper on Mandatory DL Orientation)
- Lori DeBie (Library and Mandatory DL Orientation)
- Megan Stewart (Online Faculty, Advisory Background, Instructional Designer)
- Saibo Williams (Student Technology Support)
- Student Rep (TBD with input from CAP Team)

2. Describe the **purpose** of this project including a description of the associated activities. (100 words or fewer)

GRCC's core mission is centered on facilitating student success. Data show that students enrolled in distance learning (online and hybrid) courses at GRCC experience lower success rates than their counterparts in on-ground courses. The purpose of this CAP is to increase the success of distance learning students by addressing four activities:

- Improving systems and processes that prepare students for distance learning,
- Improving student support systems and processes related to distance learning,
- Improving the overall distance learning student experience, and
- Identifying and addressing other factors that contribute to success.

3. Describe the **goals** of this Action Project (in 100 words or fewer)

Consistent with the purpose outlined above, the goals of the project focus on three phases of the distance learning student experience—1) taking steps to ensure distance learning is a good fit for students prior to enrollment, 2) effectively preparing students for distance learning once enrolled, and 3) effectively support students during the distance learning experience. These are reflected in the following specific goals...

- Get the right students in distance learning courses
 - Increase student readiness
 - Increase online student support
 - Increase student success
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4. What **measurable criteria** will be used to determine this project's success?

Criteria are based on measurement of the goals above. While additional criteria may be added, the initial set includes...

- Students demonstrate required competencies before enrollment in first distance learning course
- Increased online student support services
- Increased student utilization of online support
- Increased distance learning course success rates (percent of A-C grades) each academic year

5. What **Indicators of Success** will this project most likely impact? Please indicate whether the project will directly or indirectly impact the measure.

- 1 – Persistence rate (fall to winter, part and full time (NCCBP definition), Michigan metric).
- 2 - Completion (150% graduation rate) for first time/full time students.
- 3 - Course success rates (percent of A – C grades).
- 5 - Retention rate (fall to fall for first time, degree-seeking students).

6. What **personnel resources** will be required to deliver the project successfully?

- Personnel to build the mandatory DL orientation.
- Personnel to facilitate, manage and support the mandatory DL orientation.
- Personnel to track and report data related to indicators of success (e.g. persistence, completion, success and retention rates).
- Personnel to make updates to the grcc.edu/online website.
- Personnel to assist with creation and administration of needed survey(s).

7. What **additional resources** will be required to develop and/or sustain the project?

NOTE: The first step in this project involves engaging in benchmarking and identifying what other institutions are doing to address this issue. It is not entirely clear at this stage what resources are being used in other institutions or what exact resources may be needed at GRCC. This project is an important and appropriate CAP, in part, because it represents a complex student success issue that we have been unable to effectively research and address thus far with our current systems and resources. If we already knew the exact resources and tools necessary to increase DL student success, the CAP would not be necessary. Therefore, the initial table for additional resources is rather sparse and will evolve over time as we collect data.

Category	Cost	Explanation (one time or recurring)	Which budget will cover these costs?
Supplies			
Training			
Equipment/ Software		<p>SmartMeasure - The SmarterMeasure Learning Readiness Indicator is an assessment which quantifies a learner's level of readiness for studying in an online or technology-rich environment. It measures attributes that are internal to the student such as levels of motivation, procrastination, willingness to ask for help, locus of control and dominant learning styles. It also measures life factors that are external to the student such as the number of hours per week they have available to study, support from employers and family, whether or not they have a dedicated place to study, as well as general health and finances. It also measures skills sets including technical competency (computing and Internet usage), on-screen reading skills, and typing skills.</p> <p><i>Note: This vendor has taken step to meet the Section 508 standards of the United States Rehabilitation Act of 1973 and amendments of 1998, enabling people with disabilities and using assistive technologies , such as screen readers, to fully use SmarterMeasure. See http://www.smartermeasure.com/accessibility/</i></p>	CAP/TBD
Other			
TOTAL Cost Estimate			

8. Will this project require any **additional budget dollars** for the 2014-2015 academic year that have not already been secured? NO X Yes

If yes, please describe briefly:

Once the orientation needs are identified, the CAP Team will research costs associated with developing an internal orientation and student support services, or paying for external software, web services and/or subscriptions.

9. Provide a 3-month work plan for this project:

Month	Activity	Person(s) Responsible
July, 2014	<ul style="list-style-type: none"> • Begin benchmarking with other institutions who demonstrate best practices in online student support and increased online student success rates. • Investigate internal data available (e.g. number of new DL students for SmartMeasure Licensing and orientation, Blackboard Learning Analytics, etc) 	<ul style="list-style-type: none"> • CAP Team
August, 2014	<ul style="list-style-type: none"> • Continue benchmarking. • Launch online student success survey. • Review current online student support. • Begin review and revision of grcc.edu/online. 	<ul style="list-style-type: none"> • CAP Team
September, 2014	<ul style="list-style-type: none"> • Complete and gather data from online student success survey. • Bring issue of mandatory DL orientation to AGC for consideration and approval of policy. • Begin preliminary design and development of mandatory DL orientation. 	<ul style="list-style-type: none"> • CAP Team