

CREATING AN ONLINE STUDENT SUCCESS COURSE TO ENHANCE THE FIRST YEAR

Innovative Educators
Supporting Academic & Professional Growth In Higher Ed



PRESENTER INFORMATION



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BACKGROUND: HIGHER EDUCATION CULTURE AND CLIMATE

Internal Culture

New Strategic Plan: Vision 2020

New Vice President of Academic Affairs

Director of Faculty Development position recently filled

Curriculum Revision

Change for change sake; pressure for innovation

External Climate

The need for a paradigm shift

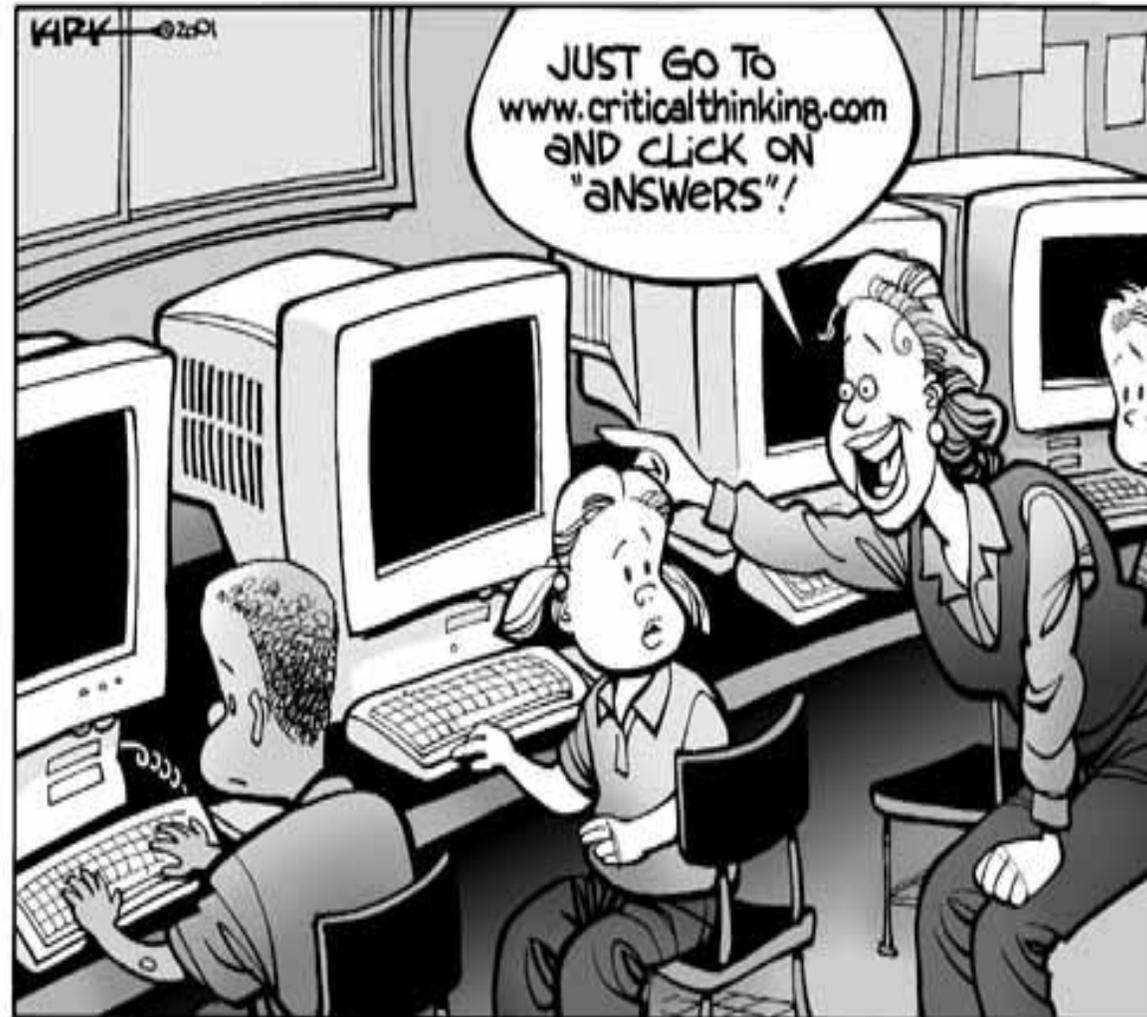
The input-based approach in the increased quantity and improved efficiency of services has perpetuated a traditional instructional model that is difficult to evaluate.

Today's climate in higher education demands colleges and universities:

- Become learning-centered
- Document outcomes
- Validate their students' learning achievements



BACKGROUND: LEARNING OUTCOMES



BACKGROUND: A SHIFT TO AN OUTCOMES-BASED CURRICULUM: FIRST-YEAR GATEWAY EXPERIENCE

1 credit student success course eliminated with the intent to embed the student success components into 13 credits of the first and second semester courses in the first year



CURRICULUM:

GATEWAY COURSES — 13 CREDITS

Global
Foundations of
Character and
Leadership

Global
Foundations of
Organizations
and Businesses

Writing
Workshop

Introduction to
Literary Studies

IDEA – 1 credit
Design
Thinking
Course



CURRICULUM: LEARNING OUTCOMES

Effective Communication

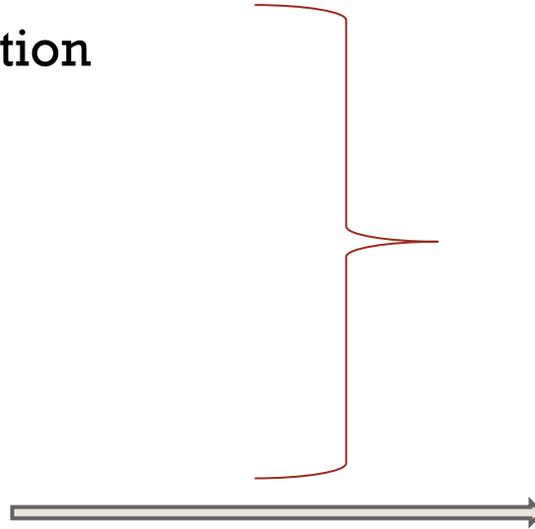
Critical Thinking

Diversity Awareness

Ethical Reasoning

Information Literacy

Scholarly Self



AAC&U

Student Success



CURRICULUM: AAC&U - NATIONAL SURVEYS OF EMPLOYERS

Employer Priorities for Most Important College Learning Outcomes



★ Knowledge of Human Cultures and the Physical and Natural World

- Knowledge and understanding of democratic institutions and values 87% ■
- Broad knowledge in the liberal arts and sciences 78% ■
- Intercultural skills and understanding of societies and cultures outside the US 78% ■ ←

★ Intellectual and Practical Skills

- Oral communication 85% ◆
- Teamwork skills in diverse groups 83% ◆
- Written communication 82% ◆ ←
- Critical thinking and analytic reasoning 81% ◆ ←
- Complex problem solving 70% ◆
- Information literacy 68% ◆ ←
- Innovation and creativity 65% ◆
- Technological skills 60% ◆
- Quantitative reasoning 56% ◆

★ Personal and Social Responsibility

- Problem solving in diverse settings 96% ■
- Civic knowledge, skills, and judgment essential for contributing to the community and to our democratic society 86% ■
- Ethical judgment and decision making 81% ◆ ←

★ Integrative and Applied Learning

- Applied knowledge in real-world settings 80% ◆



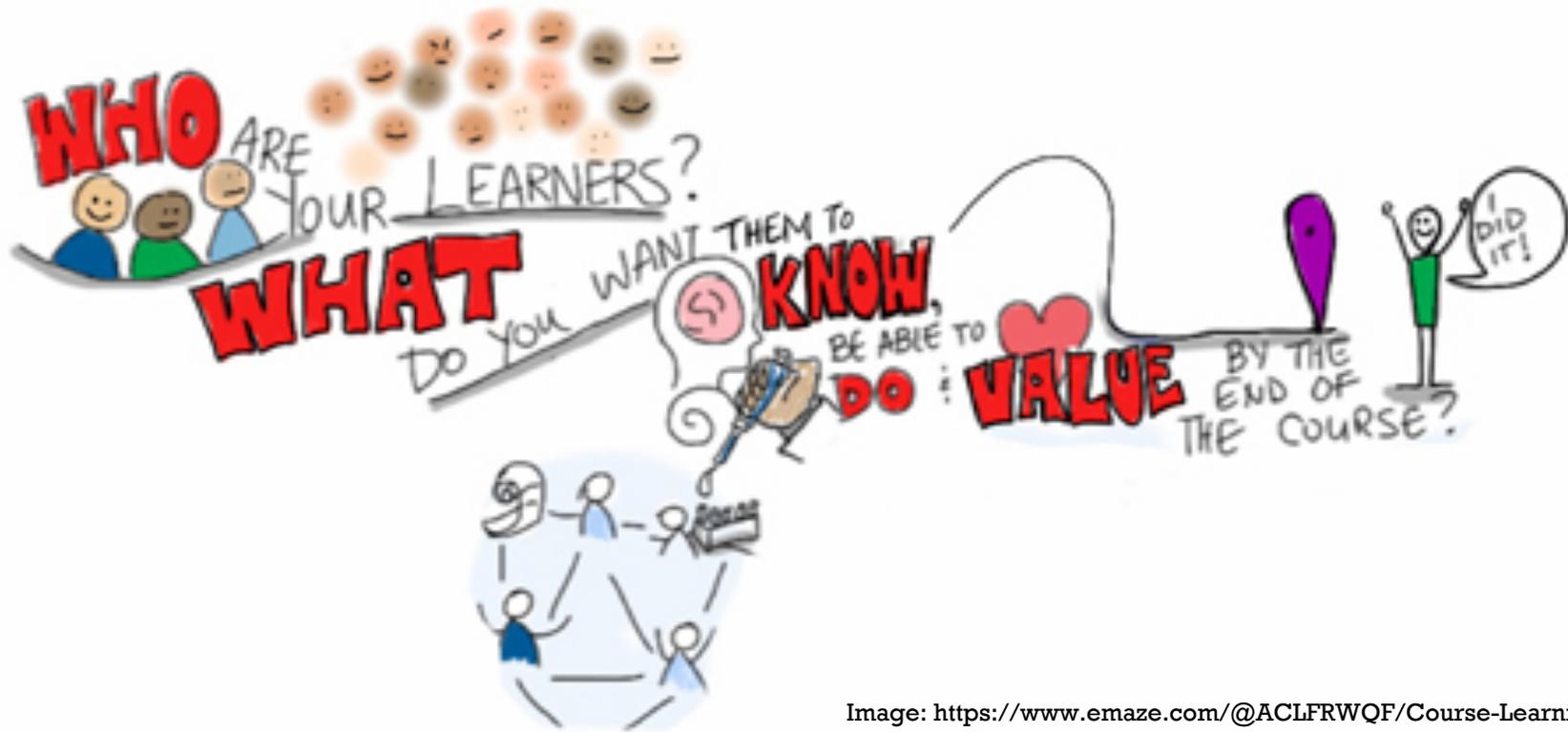
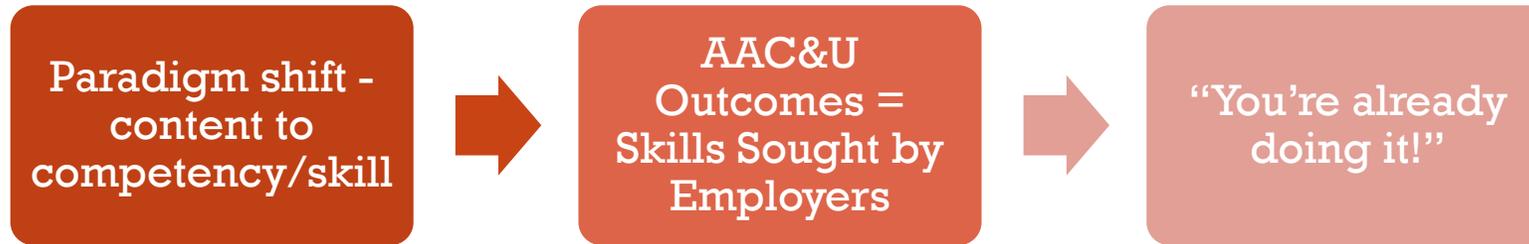


Image: <https://www.emaze.com/@ACLFWRWQF/Course-Learning-Objectives>

WHAT LEARNING OUTCOMES HAVE BEEN A FOCUS FOR FIRST-YEAR STUDENTS AT YOUR INSTITUTION?



CURRICULUM: LEARNING OUTCOMES: BUY-IN



CURRICULUM: STUDENT SUCCESS GOALS

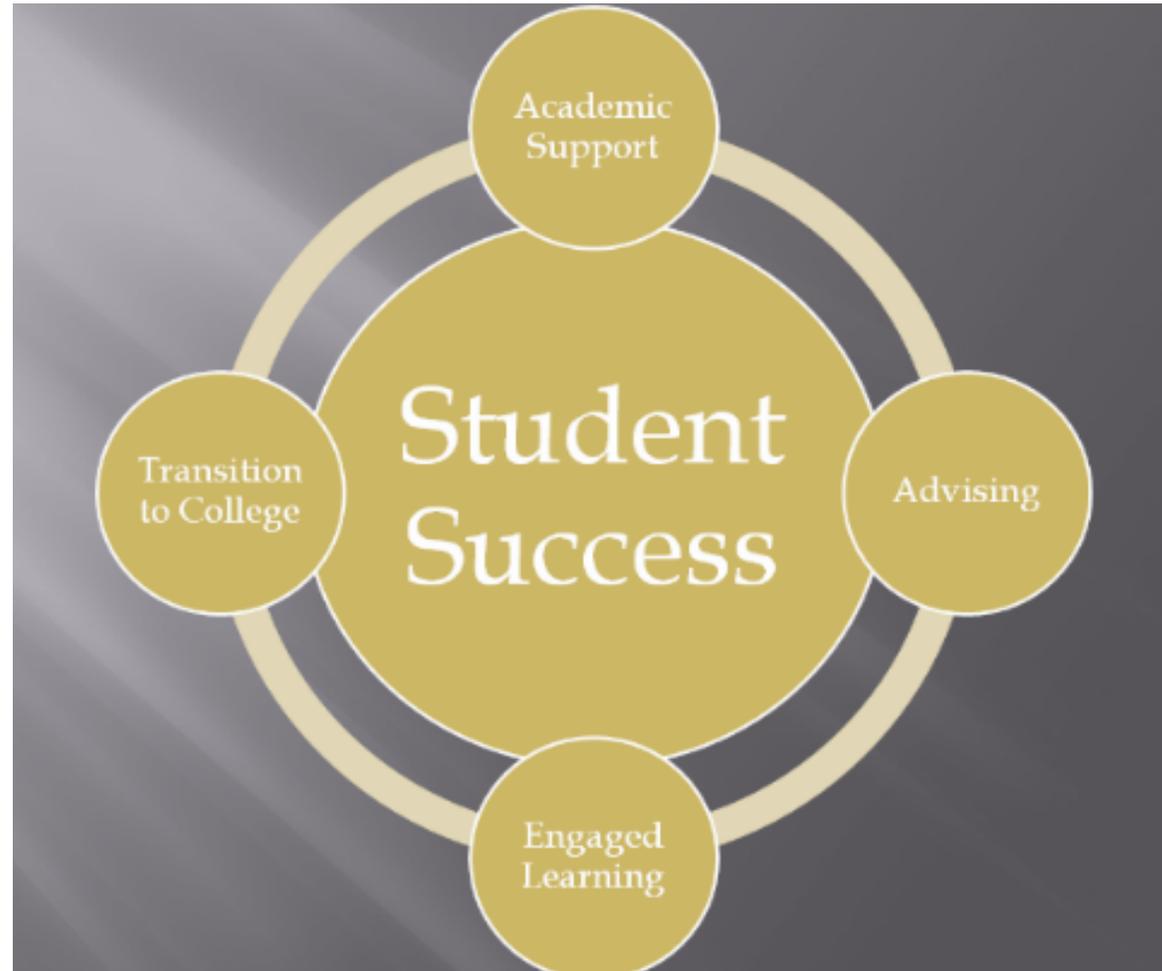
An understanding of the self in the scholarly community.

Engagement in scholarly activities such as group discussion, conducting research, and synthesizing materials illustrate growing awareness of the importance of active involvement in the educational process.

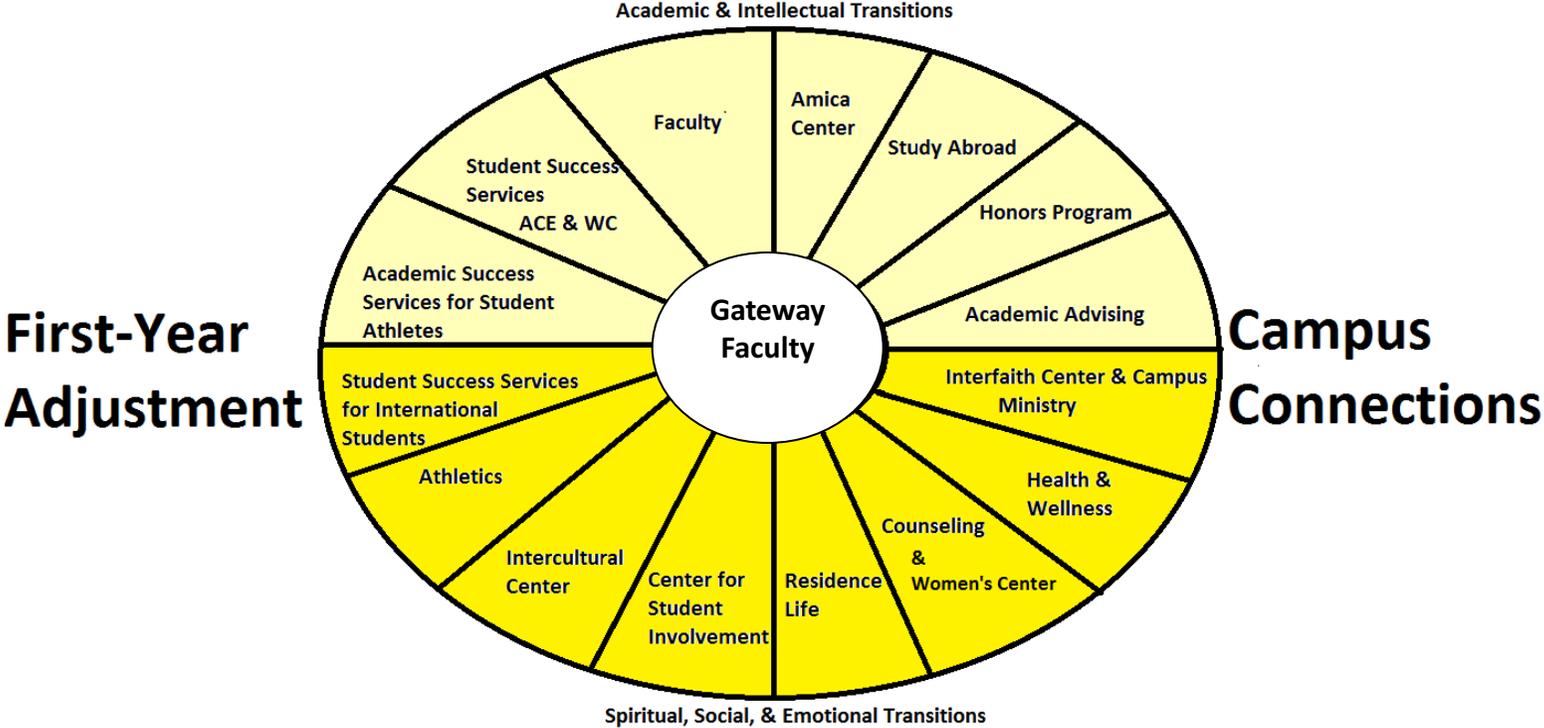
The ability to plan and prioritize academic and student life activities to promote success inside and outside of the classroom.

Developing cognitive and metacognitive abilities, including those skills involved in the self-regulation of learning and developing a fuller understanding of a range of learning and study strategies.





THE ROLE OF FACULTY IN ENGAGING STUDENTS IN THE SCHOLARLY COMMUNITY



PROFESSIONAL DEVELOPMENT



Gateway Retreats



Ongoing Training
& Workshops



Guest Speakers



Communities of
Practice



COMMUNITIES OF PRACTICE

“Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.”

– Etienne Wenger



COP LEADERSHIP TEAM

Course Coordinators from each of the course

- Global Foundations of Organizations and Businesses
- Global Foundations of Character and Leadership
- Introduction to Literary Studies
- Writing Workshop
- Bryant IDEA

Student Affairs Administration

Gateway Coordinators

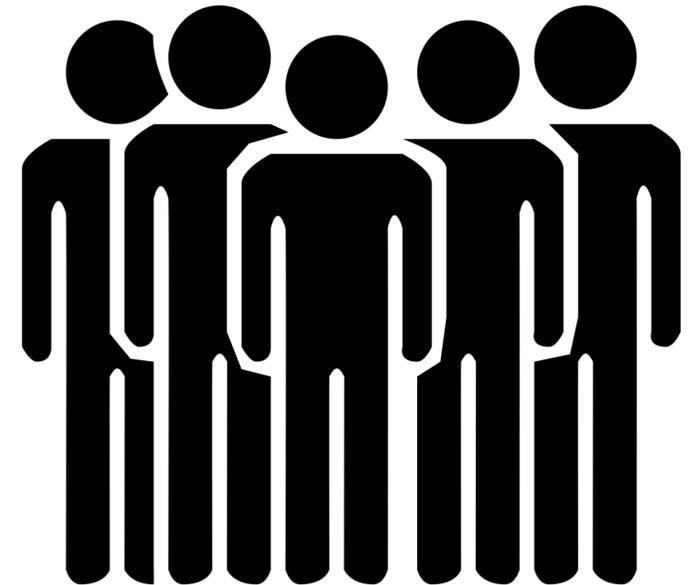
Faculty Development

Student Success



PROCESS OF DEVELOPMENT: STAKEHOLDERS

- Faculty pushback led to stakeholder conversations
- Stakeholders:
 - Center for Teaching and Learning
 - Gateway Leadership Community of Practice
 - E-Learning Specialist(s)
 - Undergraduate Advising
 - Academic Center for Excellence and Writing Center
 - Library
 - Information Services
 - Student Affairs



stake·hold·er

/ˈstāk ˌhōldər/ 

noun

plural noun: **stakeholders**

1. (in gambling) an independent party with whom each of those who make a wager deposits the money or counters wagered.
2. a person with an interest or concern in something, especially a business.



Translations, word origin, and more definitions

**WHAT OTHER OFFICES OR DEPARTMENTS
WOULD BE CONSIDERED STAKEHOLDERS ON
YOUR CAMPUS?**



PROCESS OF DEVELOPMENT: CURRICULUM CONTENT

Course Modules ▾

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

 **Module 1 - Getting to Know Blackboard**

 **Module 2 - Build Your Gateway Portfolio**
Enabled: Adaptive Release

 **Module 3 - Student Success: Transition from High School to College**
Enabled: Adaptive Release

 **Module 4 - Academic Advising Policies & Jargon**
Enabled: Adaptive Release

 **Module 5 - Student Success: Becoming Part of a Scholarly Community**
Enabled: Adaptive Release

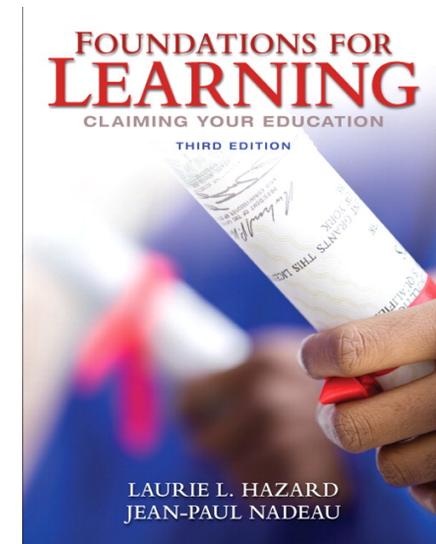
 **Module 6 - International Student Information**
Enabled: Adaptive Release

 **Module 7 - First Generation College Students**
Enabled: Adaptive Release, Statistics Tracking



PROCESS OF DEVELOPMENT: CURRICULUM CONTENT - WHY REINVENT THE WHEEL?

- **Foundations For Learning (Hazard & Nadeau, 2012)**
 - Adjusting Top The Environment of Higher Education
 - Joining Scholarly Community
 - Developing Academic Self-Concept
 - Reconceiving Diversity
 - Reflecting on How Mindset Influences Your Study Behavior and Reaching Your Academic Goals
 - Planning, Prioritizing and Procrastination
 - Developing Malleable Mindsets and Metacognitive Skills
 - Implementing Strategies for Peak Performance
 - Developing Communication Skills
 - Reading for Optimal Academic Performance in Lectures and On Exams
 - Taking Responsibility in College and In Life



PROCESS OF DEVELOPMENT: CURRICULUM CONTENT - WHY REINVENT THE WHEEL?

- Innovative Educators - <http://innovativeeducators.org>
 - StudentLingo
 - On-Demand Student Success Workshops
 - Topics Related to Readings
 - Attendance Tracking System
 - Certificates of Completion
- Creation of Specialized Modules With In-House Experts Using Free Resources
 - Advising
 - International Students
 - First Generation Students - www.firstinthefamily.org



MODE OF DELIVERY

- Students and Parents Learn About Course During June Orientation
- Student Receive Email With Course Link on August 1
- Weekly Reminders Are Sent To Encourage Completion
 - Emails Address Developmental Concerns About the College Transition
 - Emails Provide University Information
 - Students Are Connected to Resources Prior to Campus Arrival
- Students Arrive On Campus and Participate In Course For First Year
 - Weekly Emails Are Sent Addressing College Transition Issues from A Developmental Perspective
 - Campus Resources Are Mobilized for Students



MODE OF DELIVERY

- Asst. Dean of Student Success becomes the “instructor” for the course.
- Emails through first semester come from instructor.

The screenshot displays the Blackboard LMS interface. At the top, there is a navigation bar with a home icon, the text "Getting Started", a refresh icon, and "Edit Mode is: OFF". On the left, a sidebar lists course navigation options: "Student Success at Bryant University - DEMO", "Getting Started", "Content" (with sub-items: Syllabus, Course Modules, Freshman Survey), "Communication" (with sub-items: Discussion, Email), and "Support/Help" (with sub-items: Supplemental Information, Blackboard Help, Contact BB Help @ Bryant). Below this is a "COURSE MANAGEMENT" section with "Control Panel" and "Content Collection". The main content area shows a video player titled "Getting Started" with the subtitle "Welcome to Bryant University!". The video shows a woman with blonde hair sitting at a desk, speaking. Behind her is a large screen displaying a slide with the text "Welcome to Bryant University!" and a login form with fields for "Remember Me" and "Login". Below the login fields are "Reset Password" and "Forgot Password" links. A disclaimer text is visible on the right side of the slide: "When your activity is completed, always log out of the portal via 'My Menu', and be sure to close all copies of your browser. Closing the browsers will help to ensure the security of your account information. By signing onto this portal, you agree to abide by its Terms of Use. Violations could lead to restriction of portal privileges and/or disciplinary action." The bottom of the video player shows a navigation bar with "Lecture 01: Welcome to Bryant University" and "Lecture 02: Welcome to Bryant University".



BLACKBOARD

- Current Learning Management System (LMS) used on campus
- Adaptive release tool allows us to control the flow of information
- Folders (named Module 1..., Module 2..., etc.) contained all material for that particular section/topic including assessment
- Once assessment criteria is satisfied, adaptive release tool makes available the next module
- Using the Grade Center, we are able to track student progress
- Using email tool, we can communicate with freshman class on a regular basis



STUDENT SUCCESS: COURSE DESIGN

MODULE 3: TRANSITION...

Module 3 - Student Success: Transition from High School to Col

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

 [Welcome Message](#)

 [Taking Responsibility in College & Life](#)

 [What It Takes to Be a Successful Student](#)



 [Locus of Control - What's Your Score - Assignment](#)

You took a Locus of Control inventory during the What It Takes to Be a Successful College Student video.

Please enter your score in a [Microsoft Word document](#), save it and then submit it to this assignment. If you do not the inventory.

What It Takes to Be a Successful Student

[Alignments](#)

There are many factors that can help you to transition smoothly to college as well be a successful student.

Watch this video and take the embedded Locus of Control inventory: [What It Takes To Be A Successful Student](#) - if asked to login just enter your first and last name.

Remember your score from the inventory, you will be asked to submit it as an assignment below.

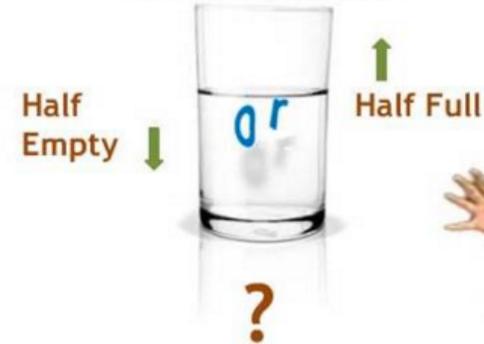
What It Takes To Be A Successful Student

Resources

Mental Processes

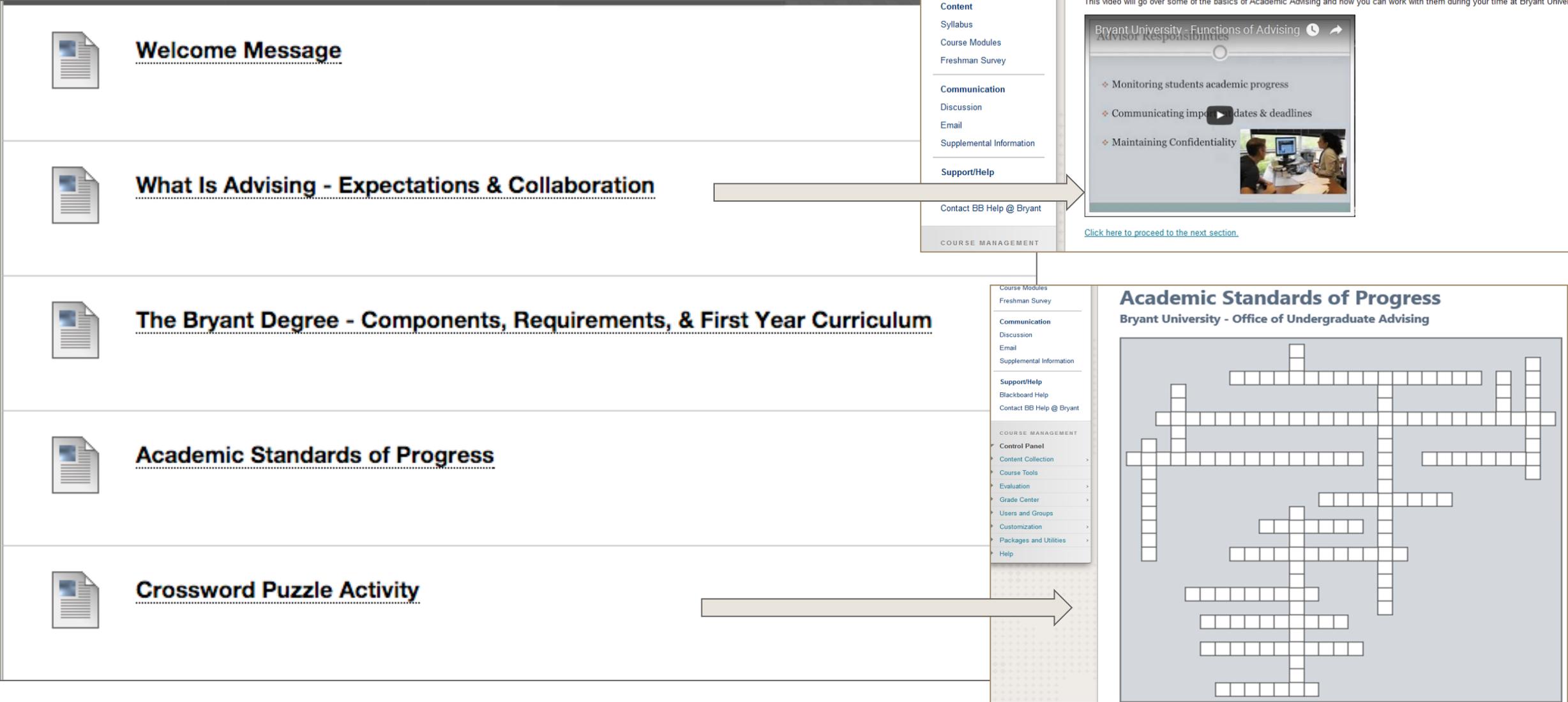
Thoughts, Feelings, and Attitudes

Is YOUR Glass



STUDENT SUCCESS: COURSE DESIGN

MODULE 4: ADVISING



STUDENT SUCCESS: COURSE DESIGN

MODULE 5: SCHOLARLY...

Module 5 - Student Success: Becoming Part of a Scholarly Co

 [Welcome Message](#)

 [Becoming Part of a Scholarly Community](#)

 [Expectations of Faculty-Student Interactions](#)

 [Professors as a Resource](#)

 [Qualities of Effective Professors & Students - Assignment](#)

While watching the *Improving Faculty and Student Relationships* video you were asked to think of positive qualities that come up with a list of the qualities that were similar. Additionally, you may have come up with some other qualities. Please submit your list of positive qualities (*in a word document format*) for both professors and students.

If you cannot remember your list please review the video and create a new list.

 [Bryant University Pledge](#)

 [Wrap Up and Course Survey](#)

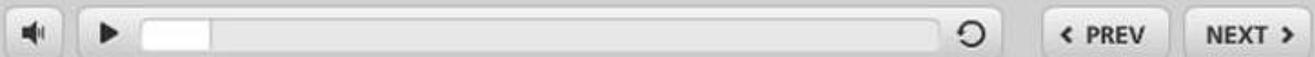
Watch the following video: [Improving Faculty-Student Relationships](#)

Complete the interactive component and submit your response via the assignment link at the end of this module.

Improving Student-Faculty Relationships



Dr. Sandra Yancy McGuire



STUDENT SUCCESS: ASSESSMENT AND ADAPTIVE RELEASE

Module 1 - Getting to Know Blackboard



Assignment - Getting to Know Blackboard

For this assessment, we would like for you to create and submit a simple word document to this assignment. Again, we are looking to assess whether you understand the mechanics of submitting a document to an assignment and not the content of what is submitted.

A suggestion that could be followed:

- Name of word doc: First Initial + Last Name + Year (ie. spayne2014)
- Content of word doc: This is my submitted assignment for "Getting to Know Blackboard"



Test - Getting to Know Blackboard

Your last required piece of assessment for this module is taking an online test. The test will be composed of 3 simple questions composing of:

- 1 True or False
- 1 Multiple Choice
- 1 Fill in the Blank

As with our other forms of assessment for this module, we will not be assessing whether an answer is right or wrong, but whether you understand the mechanics of the test and test questions.

You can start the test by clicking the link "**Test - Getting to Know Blackboard**" located above.

- Self-correcting
- Attempted Assessments
- Nothing that needs manual grading



STUDENT SUCCESS: ASSESSMENT AND ADAPTIVE RELEASE

GRADE _____

This content item is visible to all users until a Grade criterion is created. Possible points for a Grade Center grade or calculated column are listed in brackets beside the column name. The score entered must be numeric.

Select a Grade Center column

Select Condition

User has at least one attempt for this item

An attempt is recorded in the Grade Center when the user submits a Test, Survey, or Assignment, or when a grade is entered or edited.

Score Percent

Score Percent Between and

Create Rule

Content Status: Available



Copy

Delete



Rule Name

Criteria



Rule 1

Grade: Test - Getting to Know Blackboard (Attempt)

Grade: Assignment - Getting to Know Blackboard (Attempt)

AND



Copy

Delete

STUDENT SUCCESS: ASSESSMENT AND ADAPTIVE RELEASE



[GPA Calculator Experiment](#)



[Projected GPA](#)

Please enter your Projected Point Average (GPA) in a [Microsoft Word document](#), save it and then submit it to this assignment. If you forgot what you got, go back and redo the activity.

Create Rule

Content Status: Available



Copy

Delete



Rule Name

Criteria



Rule 1

Grade: Projected GPA (Attempt)

This is a
collectio

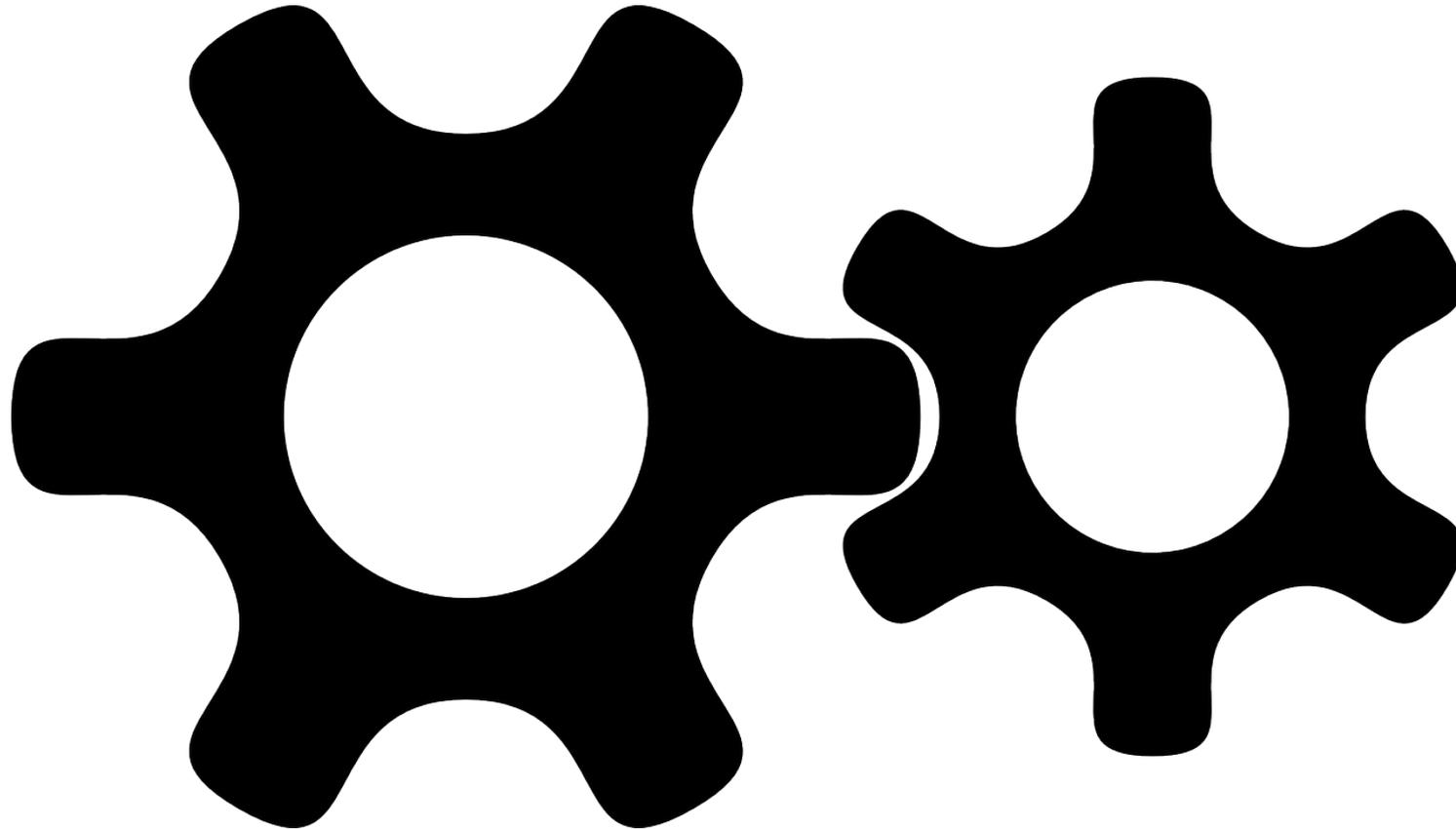


Copy

Delete



SO HOW IS THIS WORKING?



COURSE COMPLETION RATE



**91% of the Class
of 2019**

Completed the Course



COURSE SATISFACTION RATES

	Fall 2014	Fall 2015	
Q1: The course was simple and understandable	4.1	4.28	+4.4%
Q2: The videos, illustrations and interactions were used properly	4.38	4.4	+4.0%
Q3: Navigation was simple and straightforward	3.83	4.04	+0.4%
Q4: I like the look and feel of the modules	3.78	3.91	+3.4%
Q5: Course content was structured and presented clearly	4.16	4.27	+2.6%
Q6: Duration of the course was good	3.6	3.73	+3.61%
Q7: I feel better prepared for Bryant after completely this course	4.08	4.19	+2.69%
Q8: I am overall satisfied with the course	4.05	4.17	+2.96%



ONLINE COURSE INTEREST

Semester	Yes	No
Fall 2014	54%	46%
Fall 2015	60.5%	39.5%



RELATIONSHIP BETWEEN THE COURSE AND 1ST SEMESTER OUTCOMES

General

Student Success Course Status	GPA
Completed (91%)	3.24
Enrolled, non-complete (7%)	2.87
Non-enrolled (2%)	2.47



RELATIONSHIP BETWEEN THE COURSE AND 1ST SEMESTER OUTCOMES

By Academic Index

Student Success Course Status	Above Avg. Academic Index	Below Average Academic Index
Completed (91%)	3.41	3.08
Enrolled, non-complete (7%)	3.23	2.71
Non-enrolled (2%)	2.98	1.76



RELATIONSHIP BETWEEN THE COURSE AND 1ST SEMESTER OUTCOMES

By Academic Index

Student Success Course Status	Above Avg Academic Index	Below Average Academic Index
Completed (91%)	99%	99%
Enrolled, non-complete (7%)	97%	94%
Non-enrolled (2%)	92%	80%

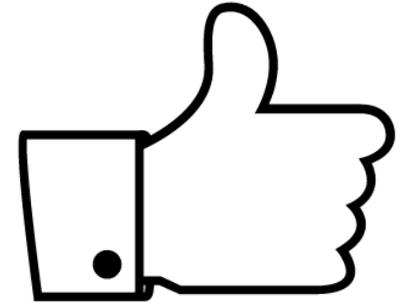


RELATIONSHIP BETWEEN THE COURSE AND 1ST SEMESTER OUTCOMES

General	
Student Success Course Status	Credit Ach %
Completed (91%)	99%
Enrolled, non-complete (7%)	95%
Non-enrolled (2%)	87%



STUDENT SELF REPORT DATA



Positive feedback

- *“I enjoyed completing this course especially because it answered many of the concerns I had about entering college and how to behave during and after class.”*
- *“Overall I liked learning through this online course since I could work at my own pace.”*
- *“I liked learning through the online course because I have never participated in an online course before and I thought it was very interesting to experience, enjoyable and effective.”*



What activity did you find most engaging/helpful and why?

I found the StudentLingo activities most engaging because it was interaction. I also liked the crossword.

The activity I found most engaging was in a video module showing the proper language to use when emailing a professor versus the language not to use. I found this interesting and helpful because many students do not realize how to address adults professionally, we automatically resort to texting lingo without even realizing it.

The activity ; " estimate your future GPA " As an international student, I was not crystal clear about the GPA and the conversion of a letter to a number. However, thanks to this activity, all my misunderstanding went away.

The StudentLingo video with Laurie Hazard was the most engaging because I really felt like she was right there talking to me.

What activity did you find most engaging/helpful and why?

I thought the activities you had to complete at the end of each module were very helpful because they covered the highlights of the entire module.

The crossword puzzle was the most engaging and helpful because I wasn't just listening and staring at my computer screen. I was active and learned vocabulary terms, and because of the use of the crossword puzzle I was capable of remembering the terms.

I found the StudentLingo activities to be most engaging because it was a series of short videos which concentrated on smaller ideas that opened up to a big idea at the conclusion. They were easy to follow and also had critical thinking questions scattered throughout.

Submitting the word documents and other data is helping me get used to blackboard.

STUDENT SELF REPORT DATA



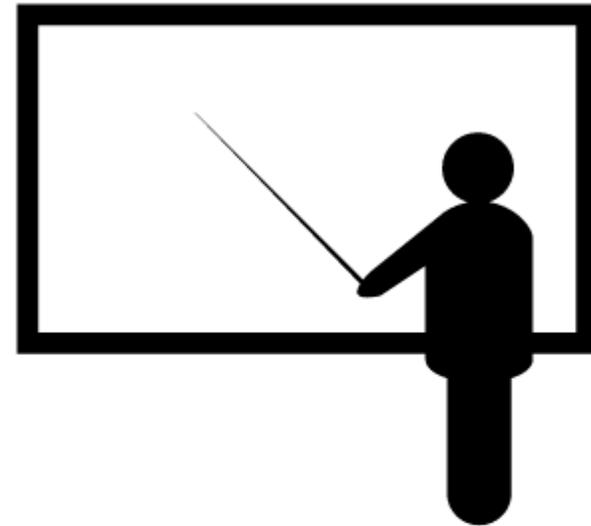
Negative feedback

- *“I didn't like it too much because I wasn't as engaged as I would be in a classroom setting.”*
- *“Personally I would prefer to do face to face learning instead of online learning because I feel like it is more helpful and less confusing. If you have a question during an online course you cant stop and ask the professor to help you understand something better. You have to move on and go onto the next thing.”*
- *“It was effective but also semi boring.”*



LESSONS LEARNED

- Submission data
- Everyone wanting a piece of the pie
- Enabling versus supporting faculty
- Dated information in videos and voice over
- Correct enrollment



SPIN-OFFS AND NEXT STEPS

- Transfer Student Success Course
- Parents' Student Success Course
- Continual Enhancement and Updates to Videos
- Title IX



QUESTIONS?



THANK YOU!

Innovative Educators
Supporting Academic & Professional Growth In Higher Ed

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- **Stephen Payne, eLearning Specialist**
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- **Laura Kohl, Head of Research & Instruction Services**
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Creating An Online Student Success Course to Enhance The First-Year

Background



Bryant University

- Located in Smithfield, RI
- College of Business & College of Liberal Arts—graduate & undergraduate programs
- Approximately 3,500 students, 95% of freshman live on campus
- Little history of eLearning offerings at Bryant University

Former Model: Foundations for Learning @ Bryant University

- F2F Course, 1 credit, taught by faculty & staff
- Focus on student transition from high school to college
- Major impact on student retention and success rates

New Model: Gateway Curriculum

- Designed to incorporate student success components
- Writing Workshop 106
- Literary & Cultural Studies 121
- Global Foundations of Organizations & Business
- Global Foundations of Character & Leadership
- Bryant IDEA—1 Credit Design Thinking Experience

Challenges & Collaboration

What Needed Fixing?

- Consistency with student success messages and delivery
- A single voice to deliver student success messages to all freshmen throughout the first year
- A method to deliver these messages
- Technology training for Blackboard and new ePortfolio component of curriculum

Who's In?

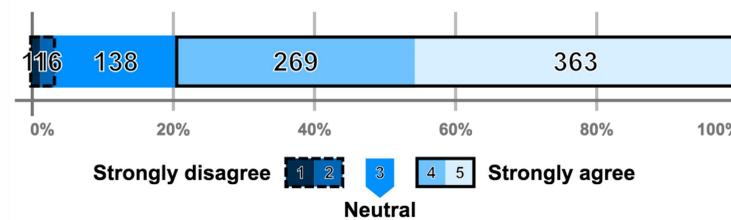
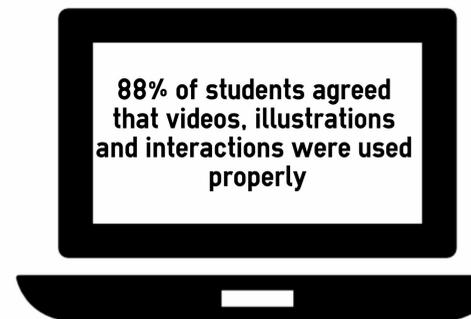
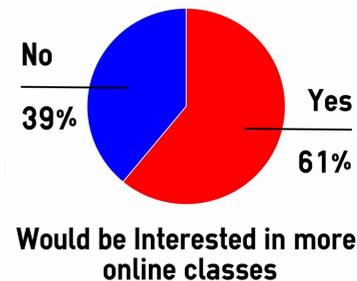
- Combination of Subject Matter Experts & Instructional Designers/Technologists
- Academic Center for Excellence
- Center for Teaching & Learning
- Advising
- Academic Computing
- Library

Freshman Student Success Course at Bryant University



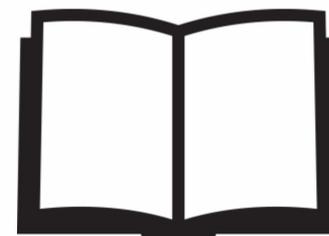
91% of the Class of 2019

Completed the Course



Feel better prepared for college

83% of the students agreed that course content was structured and presented clearly



Student Success @ Bryant University Course

Logistics

- All incoming freshmen
- Introduced at Orientation in June—Students should be on the lookout for an email
- Course is (mostly) self-graded and makes heavy use of adaptive release
- Certificate of completion—to be presented in Global Foundations courses for credit

Content

- Videos—Content is both created in-house and open educational resources (YouTube)
- Interactive Tutorials—Student Lingo videos from Innovative Educators (Site License)
- Text-based materials—Content is both created in-house and open educational resources

Learning Activities

- Students complete Blackboard tests, assignments, discussion boards
- Students answer self-assessments (i.e. Locus of Control quiz)
- Students build their ePortfolio (Blackboard yr-1, Google Sites yr-2)
- Cross-word puzzle activity
- Reflective writing assignments
- A variety of surveys (International student survey, course assessment survey)



Updates

- Locus of Control self-assessment submission change
- Updating some videos that were narration over text-heavy power points
- Create introduction video to entire course versus a long letter
- OPIR Survey inclusion

Policy & Philosophy

- Course completion now a requirement for the Global Foundations classes
- Challenge to keep the course integrity—focus on academic and student success components
- Many departments interested in adding content—we don't want to overwhelm the students