A Framework for Redesign and Lessons Learned

Oklahoma State Regents for Higher Education
Higher Education Conference on Enrollment Management

Oklahoma University - Norman, OK
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Tallahassee Community College
About TCC

• 14,700 students enrolled in credit programs, 2,600 programs, and 780 in adult education programs
• 65 academic programs including Associate of Arts, Science, Associate of Applied Science, and Certificate
• 75% of A.A. Graduates transfer into the State Univ
• *Community College Week* Ranked TCC 16th among institutions in Associate degrees
• TCC is ranked 14th in the nation in number of degrees awarded to African-American students
  Over 40% of students from out of district
• Over $60 million in need-based financial aid disbursed last year
• 25% increase in enrollment in Academic Support Program (developmental and College Success) in the past year
Overview

- Why Redesign?
- Establishing a Framework
- TCC Initiatives
  - Freshman Composition
  - Developmental Studies
- Challenges and Opportunities
- The Ultimate Test
Why Redesign?

- “Successful education is a shared responsibility”.

Vincent Tinto
Reasons to Redesign

- Improve Success
- Improve Quality
- Increase Access
- Decrease Costs
- Staffing
- Facilities
- Resources
Establishing a Framework

“If you don’t know where you are going, any road will get you there”.

Lewis Caroll
The “P” Word
(Plan! Plan! Plan!)

• Assess the need – don’t redesign for the sake of it.
• Examine and share data – the good, the bad, and the ugly.
• Leverage resources - get the greatest bang for your buck!
• Faculty driven with strong administrative support.
• Identify stakeholders and build institutional support.
• Develop a conceptual framework to guide the process.
• Establish clear roles, responsibilities, and time lines.
• Establish clear goals, learning outcomes and methods of assessment.
• Everyone can contribute and benefit. Find common ground.
The “P” Word Continued

• Recognize and address the broad range of student characteristics.

• Determine the model that is the best fit.

• Build on strengths - don’t throw the baby out with the bath water.
The “P” Word Continued

- Research best practice and examples with documented outcomes – don’t reinvent the wheel.

- Leverage technology without compromising human interaction.
More Thoughts

- Recognize the effort that goes into meaningful redesign and compensate accordingly.
- Allow time for generative thought.
- Recognize that design and redesign are iterative processes.
- Make provision for robust training and ongoing professional development.
- Measure yourself against your own progress as well as other benchmarks.
Teacher/Learner Continuum
Facets of Development

Novice Learner (TL)  Self-Regulated Learner (τL)

Limited Strategies  Multiple Strategies

Extrinsic Motivation  Intrinsic Motivation

External Locus  Internal Locus
Novice learner is heavily dependent on the teacher for instruction, guidance, development of learning strategies and study skills, assessment and reinforcement, and monitoring of progress.

$T= \text{Teacher, } L= \text{Learner}$
The Teacher Learner Continuum

Learner becomes more experienced and begins to take responsibility. Learner develops study skills and learning strategies. Guidance and feedback from teacher are still critical.

T = Teacher, L = Learner
Teacher and learner share equal responsibility for student’s learning. Locus of control is more internal. Teacher still provides guidance.

T = Teacher, L = Learner
The Teacher Learner Continuum

Fully developed learning strategies; able to monitor progress. Internal locus of control; intrinsic motivation. Teachers role is facilitative rather than didactic.

T = Teacher, L = Learner
The Teacher Learner Continuum

Learner is self-actualized and takes full responsibility for own learning. Teacher's role is facilitative.

T = Teacher, L = Learner
Seven Principles of Good Practice in Undergraduate Education

• Encourages student-faculty/staff interaction.

• Encourages cooperation among students.

• Encourages active learning.

• Gives prompt feedback.

• Emphasizes time on task.

• Communicates high expectations.

• Respects diverse talents and ways of learning.
Freshman Composition 2002

- 3000 students annually in sections of 30
- Combination of lecture, discussion and writing assignments
- Approximately 50% of class time devoted to lecture
- Computer networked classrooms - not used to full capacity

- Diverse student population
- Many students still in need of remediation
- Many class hours given to review of grammar skills
- Heavy dependence on adjuncts
- Inconsistency across sections
- Poor success rates (less than 60%)
Major Features of the Re-design

- Re-designed curriculum that integrates reading and writing
- A menu of reading and writing activities.
- Diagnostic assessments for English Language Skills and Reading Comprehension
Major Features of the Re-design

- Classes taught in classrooms equipped with computers and Web access.
- Online grammar and reading comprehension tutorials/quizzes with immediate feedback.
- Online library orientation.
Major Features of the Re-design

- Redesigned format that encourages peer collaboration.
- Redesigned format that facilitates interaction both student to student and faculty to student.
- Extensive use of the discussion board to post essays and critiques.
Major Features of the Re-design

- Electronic submission of drafts to SMARTHINKING or TCC e-responders for feedback.
- Blackboard website for each class that provides 24 x 7 access
- Electronic training materials for adjuncts and other full-time faculty
Quality and Learning Outcomes

• Individualized programs of study.

• Immediate feedback

• Increased time-on-task

• Additional time for
  - exploring ideas
  - developing critical thinking skills
  - one-on-one and small group conferencing
  - writing activities,
  - collaborative activities
Quality and Learning Outcomes

• Integration of reading and writing.
• Decreased feedback time on writing assignments.
• The ability to receive feedback and make revisions before submitting papers for assessment.
• Increased quality of writing.
• Improved success.
• Increased student satisfaction.
Access and Cost Outcomes

- Increased access
  - Online any time/any place access to tutorials and feedback, course materials, assignments, and discussion board
  - Electronic response from SMARTTHINKING and TCC e-responders
  - Online library modules for research papers and documentation (TCC and TILT)

- Decreased Cost
  - Faculty time
    - Grading, preparation and delivery, monitoring, addressing “missed class” issues.
  - Librarians’ time
  - Increase in adjuncts/decrease in adjunct training time
  - Writing Center Staff
## Success Rates (ABC)

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<th>“TR”</th>
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<td><strong>Fall 2002</strong></td>
<td>75.3%</td>
<td>64.5%</td>
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<tr>
<td><strong>Sp. 2003</strong></td>
<td>58.2%</td>
<td>55.8%</td>
<td>0.72</td>
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<td><strong>Overall</strong></td>
<td>68.4%</td>
<td>60.7%</td>
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<td><strong>N</strong></td>
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### Combined Results for Fall 2002 and Spring 2003

#### Results by Prep Enrollment

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<tr>
<td>DW</td>
<td>76.5</td>
<td>51</td>
<td>59.0</td>
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Freshman Composition 2010 - 2011

- 4976 annual enrollment (66% increase)
- 70% ABC Rate (Fall 09 – Summer 10)
- Fall 2010 72% ABC Rate
- Extensive use of SMARTHINKING and other online resources
- 85% ABC Rate for students using SMARTHINKING
- Text: The Pop Culture Zone, Wadsworth
- Revisions to menus and online materials including online handbook
- Rapid growth impacted availability of computer classrooms – new classrooms fall 2010
Activate e-account (Passport, Blackboard, e-mail, library access)

Library Orientation (Intro. to Pop Culture Universe and Gale Power Search)

TCC Databases (Academic Search Complete, OmniFile, SIRS Knowledge Source, American History, Reader's Guide, etc.)

Information Literacy & Timed-Writings

Diagnostic Essay

Diagnostic Essay

Second Timed Writing
Exploratory / Literacy Essay / Summary--Response

Final Exam
CHOICE
CONSISTENCY
POP CULTURE ASSIGNMENTS
THEMES
CHAPTERS
ANALYSIS
Suggested Use for Assignments: A Lesson Unit

Learning Outcomes:
Students will learn to:
- specify a salient and specific focus in accordance with the general topic.
- create a specific perspective thesis with regard to the topic.
- find and evaluate research materials, subject, organise, and incorporate academic research material into their essay.
- demonstrate an understanding of the cultural and historical significance of a specific medium.
- analyse and interpret specific films within a broad social context.

Characteristics of the Critical Analysis Essay

A successful essay:
- provides an engaging introduction that offers the reader some background information on the role of film in our culture.
- proposes a thesis that offers a sophisticated and nuanced analysis of the role played by film in our culture.
- supports the thesis through well-developed paragraphs that are organized strategically.
- presents an objective stance by the use of third-person voice.
- includes specific details and evidence from primary material.
- demonstrates familiarity with secondary material accessed from TCC Library databases (for example, Academic Search Complete, Cinema, SIRS Knowledge Source, American History, Reader’s Guide).
- accurately integrates quotations and conforms to MLA documentation and format guidelines.

Topic 1: The Slant of Truth of Film

When Emily Dickinson wrote, “Tell the truth, but tell it slant,” she was almost certainly advising film producers. Film, however, often does exactly as Dickinson suggests: present a cultural or historical truth by relaying it as an artistic, funny, horrific, or hopeful story. For instance, as a dramatic romance, Annamarn provides a different perspective on the significance of war than does Saving Private Ryan. The comedy Forgetting Sarah Marshall presents a different truth about relationships than does the drama Pride and Prejudice.

For this topic, choose a particular genre or sub-genre (see 185 for a list), think of an event or concept of cultural or historical significance, and write an analytical essay that addresses the following questions: How does this particular film genre depict an event or concept of cultural or historical significance? How do the major characteristics unique to this genre

Week I
The Assignment as a Lesson Unit

Use primary exploration for in-class writing prompts and discussion.

Encourage students to interview someone about topic and bring results to class.

Assign, discuss, and analyze readings in class in order to practice assignment requirements.

Primary Exploration

- Carefully consider the following questions:
  - What genre of movies do you usually watch? What story or character patterns have you noticed recurring in this genre?
  - Consider some of the important events in history, e.g. presidential elections, assassinations, space exploration, the Civil Rights movement. What aspects of these events might a comedy highlight? An action or adventure film? A musical? Science-fiction?
  - Why might films be inclined to skew, alter, or enhance the truth of a situation?
  - Consider the varying purposes of the different film genres. What is the purpose of a romance? Of a drama? Of a western?
  - Why are some parts of history, like the Holocaust, a frequent subject for film?
  - To understand what makes something "culturally significant," try to define "culture" in your own words. What elements comprise a "culture"? What are some cultural trends? How do we distinguish one culture from another? Then, try to pinpoint what makes something culturally significant.

- Discuss the topic with a friend, co-worker, family member, whose class, gender, ethnicity, age, or other differences may provide a fresh perspective on the topic from your own.

- As designated by your instructor, contribute to the online discussion on the Discussion Board.

Secondary Exploration

Read, annotate, and write your response to several of the following selections, as designated by your instructor:
- "May the Force be with You, and You, and You . . . " by Clive Thompson (199-201)
- "What is the Godfather Saying?" by Jay Cocks (202-204)
- "John Hughes Goes Deep: The Unexpected Hollywood Off" by Steve Almond (211-13)
- "Revelations" by Spike Lee and Ralph Wiley (220-26)
- "Sub-Par Propaganda" by Glenn Lowell (233-35)
- "Why I'm Not Bored" by Stanley Kaufman (241-44)
The Assignment as a Lesson Unit

One Possible Method of Organization

Introduction

• Use a lead-in hook to engage your readers' interest. You might use a striking quotation, an interesting statistic or fact, or a related current event. Whatever your choice, the lead-in must be clearly related to the focus you have selected to analyze.
• Provide some background that will help your readers understand the focus you are about to discuss.
• Present your thesis statement.

Body

• Provide specific reasons that support your thesis. Ideally each reason should be developed separately.
• Offer concrete examples that illustrate your reasons. You will probably need to provide specific references to the cultural artifacts you analyze.
• Ideally, your critical analysis should progress throughout the essay. You should organize your essay, consequently, that the most important and interesting support for your thesis comes towards the end.
• Consider responding to other perspectives that might be different from yours and make an attempt at refuting or weakening such perspectives to further strengthen your thesis.
• Pay attention to proper paragraph development by moving from a general idea (often in a topic sentence) to specific details via explanations and evidence/examples. Finish paragraphs with a clincher or closing sentence.
• Transition properly from paragraph to paragraph to achieve overall coherence.

Conclusion

• Restate your thesis in a fresh manner.
• Try to leave with a lasting impression for the reader by calling for action or reminding the reader of the significance of your approach/thesis.
• Consider commenting on other media forms if they relate to your essay.

Discuss and practice various ways to introduce and conclude the essay as well as construct a thesis statement and develop well-supported paragraphs.
Holistic Redesign of Developmental Studies
Conceptual Framework for Developmental Studies Program and Course Redesign

Holistic Program Design
(addresses the whole program and the whole student)

Course Design, Outcomes, Content, Assessment, Instructional Resources

Student Development, Student Support Services
The Heart of the Matter

- Two levels for English, reading, math and College Success
- Emphasis on diagnostics, appropriate placement, relevant curriculum, learning outcomes and multiple assessments
- Intensive support and alternatives for students with very low skills (2010-2011)
The Heart of the Matter

- Immersion program for students in all three of the first level of developmental
- Ability to address only those areas with deficiencies and progress at different rates (2010-2011)
- Leverage technology to enhance student learning, increase access, and monitor progress
- Emphasize relevance, integration, and transfer of skills
- Encourage development of critical thinking abilities
- Provide tools and strategies for independent learning
- Incorporate the seven principles into course design and delivery.
Welcome to ENCO020

Those who write clearly have readers; those who write obscurely have commentators.

--Albert Camus

April 08, 2010 - April 15, 2010
Encourages Cooperation Among Students

- Collaborative activities
- Study groups
- Peer review
- Discussion board
- Project teams
Gives Prompt Feedback

• Immediate feedback:
  - PLATO
  - MyReadingLab
  - MyCompLab
  - ALEKS
  - Mathzone
  - Online quizzes and tests
  - Softchalk exercises

• Fast turnaround on paper/pencil tests and graded assignments.
• Daily informal feedback
• Peer feedback
• Learning Commons staff
Emphasizes Time on Task

- Organized and Structured Framework
- Consistent across sections
- Flexible with multiple options and learning activities
- Diagnostic and prescriptive with individualized learning paths
- Individual and group activities
- Technology engages students with content
- One-on-one and small group tutoring
Communicates High Expectations

- Fully aligned diagnostic, formative and summative assessments, and course learning goals and outcomes
- Timely, targeted, readily available monitoring and feedback on progress
- Student Success strategies interwoven
- Lab component helps move students along the Teacher/Learner Continuum
- Alignment with college-level
- Departmental syllabi
- Consistent policies
- Robust training and professional development
Respects Diverse Talents and Ways of Learning

- Multiple approaches and options to address learning styles and preferences.
- Holistic support for developing and applying learning and success strategies.
- Alternative delivery systems.
- Text, websites, discussion, group and individual activities.
- One-on-one and small group tutoring.
2009-2010 Data

• College Success
  ▫ Increased retention (FTIC) (66% vs. 54%)
  ▫ Increased course success (74% vs. 67%)

• English
  ▫ Lower and upper level 66% - encouraging
  ▫ College-level English 75% vs. 61%
  ▫ Dev. English Required vs. College Placement 75% vs. 74%

• Reading
  ▫ Lower and upper level – no increase for 2009-2010 but improved success rates for fall 2010
  ▫ Dev. Reading Required vs. College Placement 76% vs. 73%

• Math
  ▫ Lower level 12% increase in success (64% vs. 52%)
  ▫ Upper level – no increase in 2009-2010 but improved success rates for fall 2010.
  ▫ Dev. Math Required vs. College Placement 69% vs. 63%
Opportunities and Challenges of Redesign

- Institutional and departmental dialog
- Collaboration and team building
- Leadership and professional development
- Focuses energy and talents
- Honest assessment and analysis
- Achieving broad-based buy-in
- Leveraging resources
- Communication
- Sustainability
The Ultimate Test: Does it Make a Difference?

- Have you achieved what you set out to do?
- Have you improved learning outcomes and student success?
- Have you improved access to instruction and resources?
- Have you maximized institutional resources?
- Is your redesign scalable and sustainable?
Contact Information

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NCAT Redesign Scholar

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