First in the World
Project Compass
Treatment Instructor Guide

WAKE TECH

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TABLE OF CONTENTS

Message from the Principal Investigator of Project COMPASS

Dear Project COMPASS/FITW Instructor,

In Project COMPASS, Wake Tech has set out to have a significant impact on the success of at-risk students in online courses through a high tech/ high touch approach—leveraging technology to better engage and connect these students to one another, their professors, and the college community. When we began this grant, 52% of students of color were making a D or worse in BUS 110, 46% were making a D or worse in PSY 150 and 59% were making a D or worse in CIS 110. The COMPASS model sets the standards and provides the resources for our talented online faculty to proactively reach out to students, especially those who may be struggling and feel isolated, and to give them the encouragement and tools they need to succeed.

We are delighted that you have joined us on this unique and innovative initiative to enhance our online students' educational experiences while cultivating a more enriched and socially connected online learning environment.

SVP Bryan Ryan

Wake Tech was one of only 17 colleges and universities in the United States selected to receive a US Department of Education First in the World grant during the 2015 grant cycle. This $2.7 million research project is one of the largest awards our college has received.

As we enter into the experimental phase for the final course in this project, we have reason to feel optimistic. While there is still progress to be made in some areas, study results demonstrate a positive impact in retention, academic performance and student connectedness to the classroom community, especially for our target students. You are making a difference .

Your contributions are an important part of Wake Tech's effort to Lead the Way in instructional practices that work for student retention and success in higher education. You should also know that what we are learning from FITW will shape Wake Tech's approach to online education for the future.

On behalf of the COMPASS grant team, thank you for your commitment to the success of our students in general, and to the goals of this project. Thank you also for creating the links that connect our students, our college and our community.

Sincerely,

Bryan Ryan, M.A.
Senior Vice President
Effectiveness and Innovation
Wake Technical Community College

Chapter 1

Project Overview

Constructing an Online Model to Promote At-Risk Student Success
First in the World Grant
Instructor Guide

Project COMPASS: Cultivating Community through Technology

Online education represents the fastest growing part of the secondary educational system[1]. While online students are afforded greater flexibility for their schedules than in seated courses, online students overall do not perform as well their seated counterparts. For non-Asian students of color, the disparity is even greater than for their Asian and White counterparts.

Theories of online education suggest that the qualities which help create a learning community do not occur naturally in the online classroom and must be intentionally created[8]. The intervention for Project COMPASS (Constructing an Online Model to Promote At-Risk Student Success) is designed with the premise of being proactive for students who are at risk for low performance to ensure their engagement with teaching, social and cognitive presence.

Goal Project COMPASS

"FITW" or "COMPASS"?

The US Department of Education's FITW program is designed to support the development, replication, and dissemination of innovative solutions and evidence for what works in addressing persistent and widespread challenges in postsecondary education for students who are at risk for not persisting in and completing postsecondary programs, including, but not limited to, adult learners, working students, part-time students, students from low-income backgrounds, students of color, students with disabilities, and first-generation students. The focus of the FITW program is to build evidence for what works in postsecondary education by testing the effectiveness of these strategies in improving student persistence and completion outcomes.

COMPASS (Constructing an Online Model to Promote At-Risk Student Success) is Wake Tech's First in the World grant project.

Improve success of students of color in high-demand/low-performing online gateway courses through course delivery redesign to increase teaching, social and cognitive presence.

Objectives of the Project COMPASS

1. Promote active and engaged learning by students of color in online gateway courses through integration of low-cost tools that promote online presence.

2. Systematically improve instructional designs and strategies employed by faculty in online courses to improve the quality of teaching.

10 QUICK FACTS About Project COMPASS

1. This project is made possible by a grant from the **U.S. Department of Education (USDE)**.

2. The USDE **First in the World (FITW) program** is designed to support the development, replication, and dissemination of innovative solutions and evidence for what works in addressing persistent and widespread challenges in postsecondary education for students who are at risk for not persisting in and completing postsecondary programs. **Wake Tech was one of 17 colleges and universities in the United States** to have been awarded a First in the World grant during the 2015 award cycle.

3. The premise of Project COMPASS is to **increase persistence and performance** of students in online courses, and **in particular, students of color**.

4. This project is being conducted as an **experimental research study**: Students are randomly distributed into treatment and control groups.

5. We are conducting this project (and experimental research study) by focusing our interventions on **three high-demand courses**—Intro to Business (BUS 110), Intro to Psychology (PSY 150) and Intro to Computer Information Systems (CIS 110).
   - These three courses are often **springboard courses** for students in curriculum programs; without successful completion of them, those in curriculum programs either cannot move on, or face great difficulty attempting to progress academically.

6. Though overall, many students succeed in these courses, **baseline data for students of color are discouraging**:
   - In BUS 110, 52.1% of students of color are making a D or worse
   - In PSY 150, 46.5% of students of color are making a D or worse
   - In CIS 110, 58.8% of students of color are making a D or worse

7. Our project is employing "high-touch, high-tech" interventions in hopes of making an impact on these figures and **improving academic performance by at least 10%** in each course.

8. The **technology interventions** include online meeting software, use of video (including the two project-funded library studios on North and Main Campuses), and use of texting technologies.

9. The social interventions are driven by the **Community of Inquiry (COI) framework**, which focuses on **cognitive presence** (student interaction with the course material), **instructor presence** (student understanding of how instructors organize and design the course) and **social presence** (student interaction with other students).

10. Enhanced **social interventions** include quick response times from instructors, engaging students in forums, engaging repeat course takers, encouraging student-to-student interaction, facilitating social groups, intentional use of images of minorities, and intentional use of assignments with multicultural angle.

The Community of Inquiry (COI) Framework

The COI model is a framework for instruction to create a learning environment where students feel engaged. The course delivery redesign of the FITW project is based on the COI framework to increase cognitive, instructor and social presence, and ultimately enhance students' sense of community, leading to greater persistence.

Key Measures for the Experiment

Specific Outcomes Measured in the Grant Project

Wake Tech's First in the World project is being conducted as an experimental research study, where students are randomly assigned into both treatment and control sections. Below are the key measurements for the experiment:

Social, teaching, and cognitive presence

These three factors will be assessed using the Community of Inquiry Survey Instrument administered for each course in the middle of the semester.

Instructor-student interactions

These data will be collected from the Blackboard Learning Management System and the web conferencing and messaging software at three points in the course. The evaluation will examine the cumulative number of interactions between teachers and students by student.

Student withdrawal from course

The revised courses are designed to keep students engaged in the course and discourage withdrawal. The outcome will be the percentage of students who withdraw from the course in the treatment group compared to the percentage who withdraw in the control group.

Course grades

In order for students to progress in majors aligned with these gateway courses, they must receive an A, B, or C in the course. We will collect grades for each student and will determine the percentage of students in each course who received a C or higher in the class.

Persistence in school

The evaluation will examine the impact of the program on the percentage of students who are enrolled in Wake Technical Community College or an additional postsecondary institution one year later.

Covariates

The evaluation will incorporate the following measures as covariates in the analyses: student race/ethnicity, eligibility for PELL grants as a measure of income, high school GPA, and placement exam scores (SAT or Accuplacer). We will also conduct focused sub-group analyses for students of color who are underrepresented in college, defined as students who identify as Hispanic/Latino, African/American or Black, Native American, or Multiracial. For purposes of these analyses, students who identify as Asian or White will not be considered students of color.

Project Outcomes

Short-Term Outcomes

♦ Increased social and teaching presence as measured by Community of Inquiry Instrument (Swan, et al., 2008.)

♦ Increased instructor-student and student-student interactions as measured by Learning Management System.

♦ Reduce withdrawal rate for students of color from 32.1% to 22.1% in PSY 150, from 29.1% to 19.1% in BUS 110 and from 58.2 to 48.2% in CIS 110.

Intermediate Outcomes

♦ Increase success rate (% of students with A, B, or C grade) of students of color in BUS 110 from 47.9% to 57.9%.

♦ Increase success rate of students of color in PSY 150 from 53.5% to 63.5%.

♦ Increase success rate of students of color in CIS 110 from 41.2% to 51.2%

Long-Term Outcomes

♦ Increase year-to-year retention rate of Students of Color who enroll in one of the redesigned courses by 10 percentage points, compared to similar students in control sections.

♦ Implement a train-the-trainer model at WTCC. Successful online redesign teams will work with new redesign teams.

Chapter 2

Treatment Protocol and Requirements

Constructing an Online Model to Promote At-Risk Student Success

First in the World Grant

Instructor Guide

Treatment Protocol | High-Touch/High-Tech Teaching Method

Constructing an Online Model to Promote At-Risk Student Success

Engage Students with High-Tech Tools	
One Time Only (Week 1)	♦ Provide a **synchronous orientation** within 3 days of course start date using online meeting software. ♦ Create and deploy **custom introductory video** in the Getting Started area of your Blackboard course (use regular video, not Flipgrid).
Every Week	♦ Offer 3 hours of **synchronous course activity** per week using online meeting software (e.g., office hours, class meetings, review sessions, etc.)
Throughout the Semester, Where Deemed Appropriate	♦ Create and deploy at least 8 other **custom videos** (for any purpose) during the semester. ♦ Use a **secure texting app** to augment at least one regular communication activity. ♦ Use **threaded discussions** to support collaborative inquiry and problem solving and to facilitate student-to-student interaction (e.g., discussion board or technologies that simulate discussion boards).

Cultivate a High-Touch Learning Environment	
I. Intentional inclusion of people of color throughout course to minimize social, teaching and cognitive presence barriers to students of color.	
Throughout the Semester, Where Deemed Appropriate	♦ **Images:** Incorporate images of people of color in course content. ♦ **Examples:** (1) Utilize content examples to include/emphasize a multicultural angle; (2) emphasis on minority leaders in a/the field. ("Did You Know" content.)
One Time Only, Where Deemed Appropriate	♦ **Assignment:** Include at least one major assignment with a multicultural component to demonstrate the importance of cultural awareness. ♦ **Host/Promote** at least one online event with a minority speaker from Campus during the semester. (Eagle Stream features many speakers.)
II. Intentional Invitation. Instructors demonstrate a proactive communication style.	
Every Week	♦ Send/post one **affirmational announcement/email broadcast** to class each week.
Throughout the Semester	♦ Send/post **just-in-time due date reminders** for all graded assignments, using any of the following tools: texts, emails, Blackboard announcements. ♦ **Respond to all email/texts** within set time frame between the hours of 8am-8pm, 6 days/week; respond to student inquiries within 6 hours.
III. Intentional concern. Instructors engage in proactive intervention strategies designed to identify student issues before they arise.	
Every Week	♦ Send short follow-up email/text/Blackboard message to **students who miss work during the previous week**. ♦ Send text/email/call to **students who do not log into Blackboard for 7 days** to let them know you're there for help.

About the Protocol: the Method to our Madness

High-Tech Tools

Online meeting software (web conferencing), texting, and videos featuring the instructor make up the high tech tools used in the protocol. Here's why we've chosen these three elements to include in our experiment:

- Web conferencing allows instructors to create a shared identity for the class[16].
- The use of secure texting for communication allows the instructor to create communications with a sense of immediacy[5].
- The sustained use of custom video helps the instructor develop an online identity to which students can relate[4].

These communication tools significantly impact students' perceptions of social, teaching and cognitive presence when used to augment the instructor's existing communication activities.

**High-Touch Learning Environment**

While the combinations of tools the instructor uses to augment their announcements may vary according to the instructor's preference; the specific protocols regarding course management should be followed more rigorously.

With the High-Touch/High-Tech teaching method, instructors will engage in specific behaviors designed to increase student perceptions of presence in the learning community.

The next few pages describe the logic behind the High-Touch teaching practices.

Finding the Mix

The pattern of usage of these tools to operationalize the course management strategies will depend on the instructor's subject matter, LMS, teaching style, and other characteristics. What is required of the successful teacher is an attitude of experimentation to find the right mix to integrate these tools into the instructor's teaching style. For example, an instructor who is introverted might lead less interactive webinars and focus on text communication. An instructor knowledgeable of multimedia might emphasize the use of video.
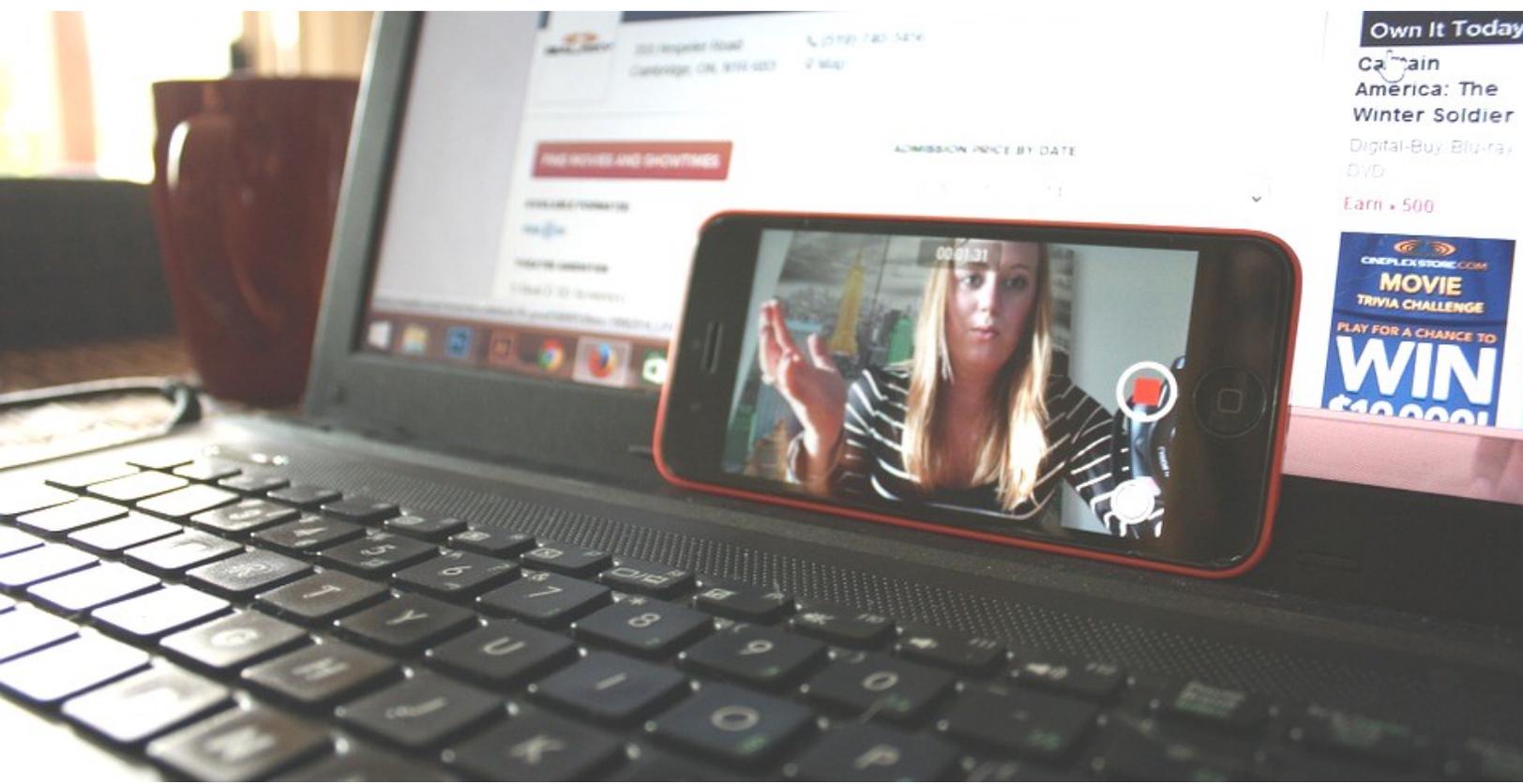
Intentionally Inclusive Course Design

The persistent performance gap between non-Asian minorities and White and Asian students in education can in part be attributed to perceived alienation of students of color who participate in educational systems that do not always reflect their experiences[10]. Project COMPASS' course deliveries have been redesigned with intentionally inclusive curricula embedded into the LMS that value the minority perspective. The COMPASS treatment protocol includes the following components to reach those students on the fringes that our project targets in particular:

1. Inclusive Image Representation
Incorporate images, dramatic actors, film subjects, and content experts from minority or marginalized groups into their course materials.

> *Intentional inclusion helps highlight the value of multiple perspectives in the course material and in the learning community.*

2. Examples Featuring People of Color
- ♦ FITW instructors should utilize content examples that include or emphasize a multicultural angle where possible, and seek opportunities to include course content examples that emphasize minority leaders in the field.

- ♦ In subject matter where the topic is germane, instructors should include discussions of issues relevant to minority and marginalized groups.

3. Multicultural Component in Assignment
Include at least one major assignment with a multicultural component that demonstrates the importance of cultural awareness.

4. Host/Promote Speaker
Host or promote at least one online event with a minority speaker from Campus during the semester.

Why do we do this?
The intentional inclusion of diverse images and the use of examples featuring perspectives of people of color in course content and assignments can be a powerful tool in the creation of social presence for students of color. It helps highlight the value of multiple perspectives in the course material and in the learning community.

NOTE: Instructors should use their best judgment about using this criterion to balance this important part of our project with other necessary aspects of the course content and design.

Course Communication

Being intentional and consistent with your communication with students will help build their perceptions of presence and improve student accountability, leading to reduced student attrition and greater student success.

Online anonymity and isolation lead to decreased perceptions of social and teaching presence and the experience of productivity loss[12]. Online students of any demographic who are apprehensive about their sense of belonging in the course are not as apt to reach out to instructors when they need assistance. At-risk students are even less likely.

Rather than waiting on students experiencing troubles to voice their concerns, FITW instructors are proactive in their communication.

ANNOUNCEMENTS
Weekly announcements, just-in-time nudges reminders for course activities, identification and intervention of struggling students, and responsiveness to student outreach.

Weekly affirmational post
Do This:
Post an affirmational message to students once per week, either with your course related announcements, or separately. These affirmations should be simple and motivational, such as "You're doing a great job!", "Keep going!", or can be a positive image or gif. See Chapter 5 for more examples.

Why?
The uses of motivational statements convey a sense of concern to students that impacts social presence.

Just-in-time due date announcements
Do This:
Post due date reminders no earlier than 48 hours before the due date.

Why?
Posting reminders provides teaching support at the right time to nudge student behavior[5]. Announcements sent too early become meaningless to the student focusing on the immediate future.

INTERVENTIONS
Feelings of anonymity and isolation can result in online student disengagement from course activities. Disengaged students may miss assignments or fail to log into the LMS for extended periods of time. Personal intervention for those demonstrating these maladaptive behaviors counteract this problem by increasing student identifiability and accountability.

FITW instructors provide intervention to struggling students by reaching out during the following situations (see Chapter 5 for more examples):

Student misses assignments
Send a personal, follow-up correspondence to each student who misses an assignment or class activity. Messages can be sent via email, text or Blackboard, though Blackboard can automate the process for multiple students.

◆ **Example**

"Hi Rachel, I didn't receive your worksheet that was due yesterday. Remember, to turn in assignments on time to receive credit. If you need assistance with any of the course materials, feel free to reach out to me via email, phone or during my office hours." — Mr. Williams

Student doesn't log into LMS for 7 Days
Message students who have not logged into Blackboard within the last 7 days.

◆ **Example**

"Hi Dorian, I noticed you've not logged into Blackboard this week, and we have assigned coursework. Do you have any questions about the course materials? Feel free to reach out to me via email, phone or during my office hours if you do." — Barbara

Student has a failing average
Send a message students at regular intervals who are not passing the class.

◆ **Example**

"Hi Lordes, I'm concerned about your grades in the course, and I'd like to make sure you understand the material and pass. Do you have any questions about the course materials? Please contact me via email, phone or during my office hours so we can discuss how to get you back on track." — Dr. Jones

Helpful Tips

Better Results

To see even better responsiveness from your students, send follow-ups to those who miss assignment or class activities within 24 hours of the missed due date.

Late Work?

Our performance intervention does not require late work acceptance. Instructors may or may not accept late work in accordance with their typical course policies.

Time Saver

These interventions should be short, positive and focus on developing better student behaviors. Blackboard can help automate some message to save you time. See Chapter 5 for more examples. These message are also available on the FITW Instructor Blackboard site. You can go there to copy and paste the example messages to your
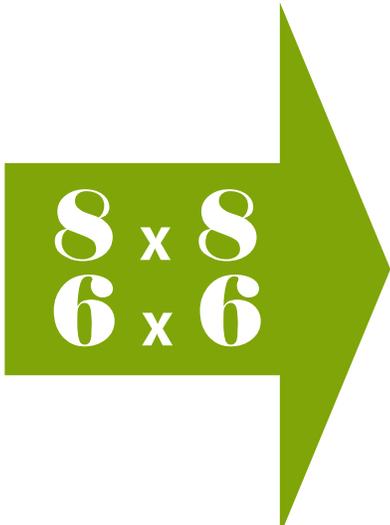
Email Responsiveness

FITW instructors go above and beyond departmental expectations for email response for 6 days per week, **between the hours of 8:00 a.m. and 8:00 p.m.** Between these times on active days, instructors should respond to emails **within 6 hours**. Hours outside the email window do not count when determining response time. FITW instructors respond to student email contact within 6 hours, 6 days a week, between the hours of 8 a.m. and 8 p.m. (**8 x 8, 6 x 6**).

8 x 8
6 x 6

What does this look like in real life?
An instructor receiving an email at 4:00 p.m. on Monday afternoon has until 10:00 a.m. Tuesday morning to respond (4:00 p.m. to 8:00 p.m. = 4 hours, 8:00 a.m. to 10:00 a.m. the next morning = 2 hours). The instructor is free to choose their inactive day of the week. However, they are encouraged not to have due dates on these inactive days.

Why do we do this?
Responsiveness to student emails helps students understand that instructors are available when needed. The immediacy experienced between the instructor and student due to instructor responsiveness is important for developing all forms of presence.

Time Saver

Important! The value of this policy is the immediacy the student experiences from the quick email replies. Solving the problem within the 6-hour limit is not as important as demonstrating responsiveness. As a rule, instructors should make a habit of responding to student requests in the modality in which they were received (email for email, text for text).

The Virtual Tool Box: Requirements for Tools

There are many products that currently exist that will meet the requirements for the technologies we use for the FITW grant. With this information, instructors are free to select products that agree with their budget, teaching style, and comfort level as long as they meet the following minimum requirements.

Web Conferencing Software
- ♦ Must allow live streaming of video and audio
- ♦ Must allow for the sharing of, and active collaboration on, multiple types of files
- ♦ Must allow for the creation of breakout rooms for small group collaboration
- ♦ Must allow for synchronous video viewing

Examples
- ♦ Adobe Connect
- ♦ GoToMeeting
- ♦ Google Hangouts
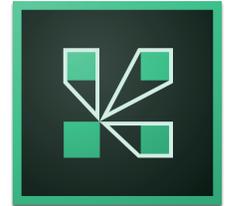
Secure Texting Technology
- ♦ Must allow users to protect their personal information (phone number, email)
- ♦ Must work on a mobile device app
- ♦ Must allow instructor to post general announcements to all participants
- ♦ Must allow all users to initiate group or individual conversations
- ♦ Must use an opt-in method of use

Examples
- ♦ Remind
- ♦ Regroup
- ♦ Voxer

Custom Video Technology
While instructors are allowed and encouraged to make educational videos of any type, there are a minimum number of videos that must include the instructor's image. These videos may be made with any video camera the instructor chooses. The selected location for saving videos must allow embedding into the LMS system and must meet accessibility requirements (close captioning, transcripts, screen reader accessibility).

- ♦ Videos must feature the instructor's image
- ♦ Videos must be able to be embedded/linked to the course management system
- ♦ Videos must be close captioned, and transcripts must be provided
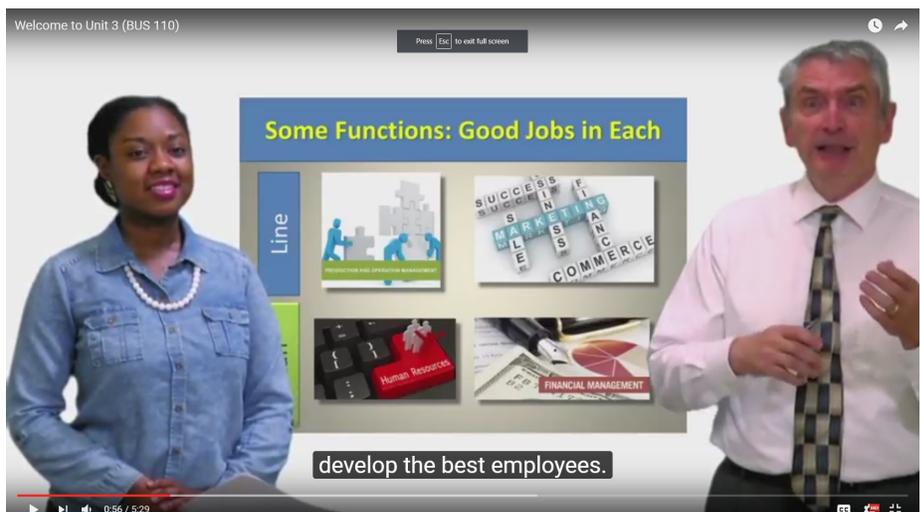
Project Sponsored Tools for Instructors

To ensure the proper fulfillment of the treatment protocol, instructors on Wake Tech's First in the World project have access to the following resources:

Easy-Use Library Video Recording Studios
Main and North Campuses are both newly equipped with an easy-use studio that faculty can utilize to record high-quality videos. In just a few short steps, users can have a video saved to USB. Our media production assistant is available to assist with post-production video editing. The studios are located in LE 114 and NF 343 on Main and North Campuses, respectively.

Hardware
Instructors have been given a laptop, webcam and USB flash drives purchased with FITW grant funds to record videos and attend to synchronous and asynchronous communication with students.

Adobe Connect Account
Adobe Connect is Web conferencing software that integrates extremely well in the educational environment. Instructors can use Adobe Connect in their classes for synchronous communication with students.

Captioning Services
Starting in the fall 2017 semester, instructors will be relieved of ensuring that videos created for their FITW courses fulfill captioning and transcript requirements.

Professional Development
instructors have access to professional development and training at Wake Tech and off campus to ensure they have knowledge, skills and abilities required for the project.

Instructional Support
FITW has an instructional designer and instructional technologist dedicated solely to the project to assist instructors with creation of instructional materials, training on Blackboard, collaboration on course design and technology training.

Blackboard FITW Site
The FITW Blackboard site has resources to facilitate execution of the treatment protocol. Instructors can visit the site for materials designed for instructor use.

Chapter 3

Semester Playbook

Constructing an Online Model to Promote At-Risk Student Success
First in the World Grant
Instructor Guide

Fidelity with Flexibility

In support of the grant's goal and objectives, the FITW team recognizes some key aspects of the treatment protocol:

Fidelity

Each instructor must follow a consistent set of baseline protocols and procedures, which supports the goal and objectives of the program.

Flexibility

In addition to the baseline protocol, instructors can test new ideas to continually improve the process.

What does my semester look like?

Week one tends to be the treatment instructor's busiest week and perhaps the most important.

Along with course design, there are tasks in week one that will provide valuable information to both the students and instructor, and will help set the tone for the semester.
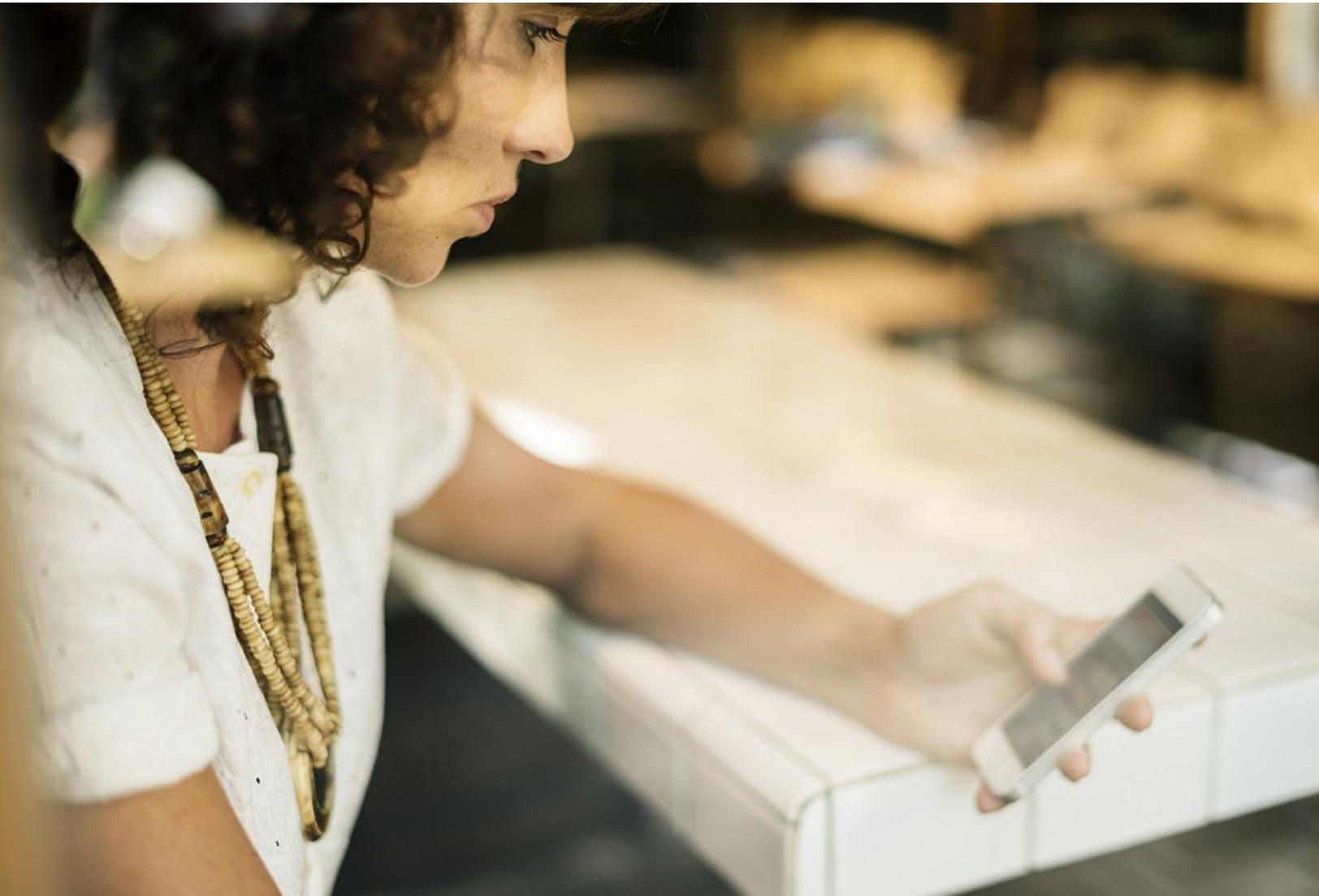
Starting the Semester

Pre-intervention/Before the Semester

Time permitting, prior to the semester starting, provide pre-interventions to potentially at-risk students to influence their perception of teaching and social presence. Pre-intervention communication should:

♦ open a path of communication
♦ demonstrate awareness of their situation
♦ offer support resources

Phone calls are especially useful for pre-course interventions as they create more immediacy and facilitate a more collaborative discussion. In the absence of phone information, email communication is fine.

Where possible and practical, instructors will use student academic information to provide pre-interventions for students whose characteristics are associated with elevated risk. The quality of the predictor should be balanced with FERPA restrictions and the practicality of obtaining the information. Factors may include:

♦ student GPA
♦ past performance in a similar class
♦ year in school
♦ demographic group
♦ students repeating the course

> ## Time Saver
>
> The FITW Blackboard site has minority images for treatment instructors to download and include in their own courses. Some instructors like to include images in the Getting Started section of their course, or in announcements. It is up to the instructor. The FITW Blackboard site also has a list of leaders in each field (Psychology, Business, Computer Information Systems for project, research, webinar, and/or assignment ideas.

Week One: Orientation Period

The momentum for engaging students in these interaction tools will never be higher than it is during the orientation period, and students who interact with tools during the first week are more likely to use them throughout the semester than students who do not. In a successful orientation period, instructors will:

♦ introduce students to the class mechanics
♦ create a sense of community in the online learning environment by creating a custom welcome and/or getting started video for an announcement or the Getting Started area of Blackboard. These videos can be short—it's up to the instructor's discretion.
♦ explain to students the basic structure of the class, their responsibilities, and the resources they have at their disposal to be successful in the class
♦ frequently and enthusiastically emphasize/advertise to students the synchronous elements enticing them to use the secure texting and web conferencing tools
♦ host a live one-time orientation

The One-Time Live Orientation

The live orientation web event is instrumental in creating a positive sense of community, and allowing students to begin developing their own online persona and forming an initial impression of the instructor. At this live orientation, instructors should guide the students through the features and content areas of their Blackboard course.

Note: It is essential to have an organized promotional plan (i.e., advertising campaign) for the chosen technology tools before the semester begins.

Fall 2018
Semester Checklist At-a-Glance

PRE-SEMESTER
♦ Confirm ADA accessibility for all course materials.
♦ Incorporate minority figures and field leaders in images, topics and examples of course content.
♦ Include at least one major assignment with a multicultural component.
WEEK ONE
♦ Utilize web conferencing to provide a one-time synchronous orientation.
♦ Create and upload a custom welcome/getting started video in the course introduction materials.
♦ Identify and contact potentially at-risk students enrolled in the course.
WEEK 2 THROUGH End OF SEMESTER
♦ Hold 3 hours of synchronous events, such as webinars or virtual office hours.
♦ Aim for a weekly personalized video (minimum of 8 during the semester).
♦ Utilize weekly discussion board forums to support student collaboration, inquiry and problem-solving.
♦ Respond to student contacts within 6 hours on active days.
♦ Send weekly announcements with affirmation messages
♦ Send reminders to students of upcoming due dates.
♦ Contact (email/text/phone) students who missed weekly assignments or have not logged into Blackboard for 7 days.
ONE TIME EVENT
♦ Host and/or promote at least one online event with a minority speaker from Campus during the semester.
♦ Support high participation in the COI survey (mid-semester).
♦ Finalize your data collection at the end of the semester.

Weekly Protocol Checklist

WEEK 2	
	♦ Hold 3 hours of synchronous events, such as webinars or virtual office hours.
	♦ Aim for a weekly personalized video (minimum of 8 during the semester).
	♦ Utilize weekly discussion board forums to support student collaboration, inquiry and problem-solving.
	♦ Respond to student contacts within 6 hours on active days.
	♦ Send weekly announcements with affirmation messages.
	♦ Send reminders to students of upcoming due dates.
	♦ Contact (email/text/phone) students who missed weekly assignments or have not logged into Blackboard for 7 days.
WEEK 3	
	♦ Hold 3 hours of synchronous events, such as webinars or virtual office hours.
	♦ Aim for a weekly personalized video (minimum of 8 during the semester).
	♦ Utilize weekly discussion board forums to support student collaboration, inquiry and problem-solving.
	♦ Respond to student contacts within 6 hours on active days.
	♦ Send weekly announcements with affirmation messages.
	♦ Send reminders to students of upcoming due dates.
	♦ Contact (email/text/phone) students who missed weekly assignments or have not logged into Blackboard for 7 days.
WEEK 4	
	♦ Hold 3 hours of synchronous events, such as webinars or virtual office hours.
	♦ Aim for a weekly personalized video (minimum of 8 during the semester).
	♦ Utilize weekly discussion board forums to support student collaboration, inquiry and problem-solving.
	♦ Respond to student contacts within 6 hours on active days.
	♦ Send weekly announcements with affirmation messages.
	♦ Send reminders to students of upcoming due dates.
	♦ Contact (email/text/phone) students who missed weekly assignments or have not logged into Blackboard for 7 days.

Weekly Protocol Checklist

	WEEK 5
	♦ Hold 3 hours of synchronous events, such as webinars or virtual office hours.
	♦ Aim for a weekly personalized video (minimum of 8 during the semester).
	♦ Utilize weekly discussion board forums to support student collaboration, inquiry and problem-solving.
	♦ Respond to student contacts within 6 hours on active days.
	♦ Send weekly announcements with affirmation messages.
	♦ Send reminders to students of upcoming due dates.
	♦ Contact (email/text/phone) students who missed weekly assignments or have not logged into Blackboard for 7 days.
	WEEK 6
	♦ Hold 3 hours of synchronous events, such as webinars or virtual office hours.
	♦ Aim for a weekly personalized video (minimum of 8 during the semester).
	♦ Utilize weekly discussion board forums to support student collaboration, inquiry and problem-solving.
	♦ Respond to student contacts within 6 hours on active days.
	♦ Send weekly announcements with affirmation messages.
	♦ Send reminders to students of upcoming due dates.
	♦ Contact (email/text/phone) students who missed weekly assignments or have not logged into Blackboard for 7 days.
	WEEK 7
	♦ Hold 3 hours of synchronous events, such as webinars or virtual office hours.
	♦ Aim for a weekly personalized video (minimum of 8 during the semester).
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Spring 2019
Semester Checklist At-a-Glance

PRE-SEMESTER
♦ Confirm ADA accessibility for all course materials.
♦ Incorporate minority figures and field leaders in images, topics and examples of course content.
♦ Include at least one major assignment with a multicultural component.
WEEK ONE
♦ Utilize web conferencing to provide a one-time synchronous orientation.
♦ Create and upload a custom welcome/getting started video in the course introduction materials.
♦ Identify and contact potentially at-risk students enrolled in the course.
WEEK 2 THROUGH End OF SEMESTER
♦ Hold 3 hours of synchronous events, such as webinars or virtual office hours.
♦ Aim for a weekly personalized video (minimum of 8 during the semester).
♦ Utilize weekly discussion board forums to support student collaboration, inquiry and problem-solving.
♦ Respond to student contacts within 6 hours on active days.
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♦ Contact (email/text/phone) students who missed weekly assignments or have not logged into Blackboard for 7 days.
ONE TIME EVENT
♦ Host and/or promote at least one online event with a minority speaker from Campus during the semester.
♦ Support high participation in the COI survey (mid-semester).
♦ Finalize your data collection at the end of the semester.

Weekly Protocol Checklist

WEEK 2	
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Chapter 4

Measuring Fidelity of Intervention

Constructing an Online Model to Promote At-Risk Student Success
First in the World Grant
Instructor Guide

Data Collection

Collecting accurate data is critical to the success of this research grant. Here are a few points to keep in mind regarding collection of fidelity of intervention (FOI) data:

♦ All **primary resource data** will be collected by our data analysts; therefore, *no time is required from our faculty to collect primary data.*

♦ In addition to the primary data, we must demonstrate fidelity to the treatment protocol. This demonstration of fidelity is the purpose of the **secondary resource data,** which *will require some collaboration with each treatment instructor.*

♦ Faculty will work with lead instructors in the collection of secondary data.

Data collection materials will be made available on the FITW Blackboard site. A data collection Excel spreadsheet will be available on the FITW Blackboard site shortly after the 10% point in the semester, once all rosters are finalized.

Department folders with spreadsheets for secondary data collection.
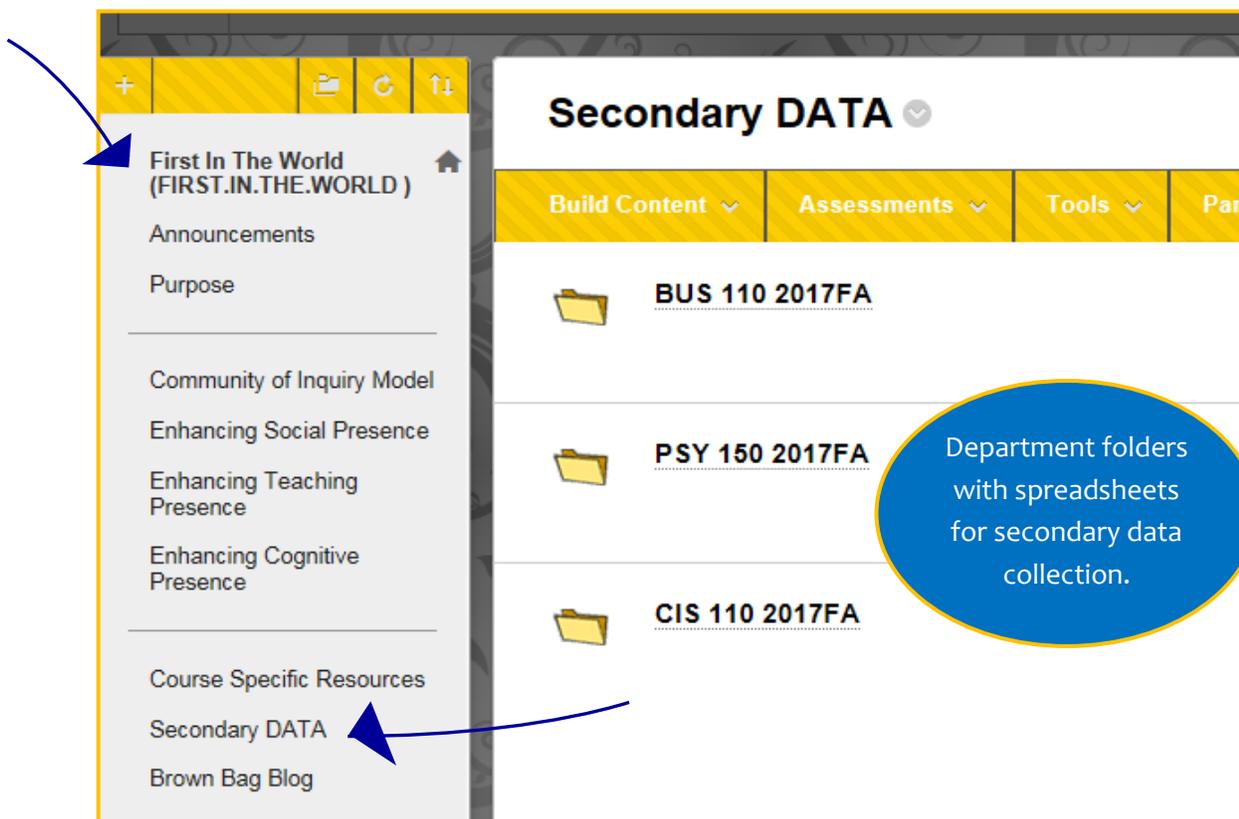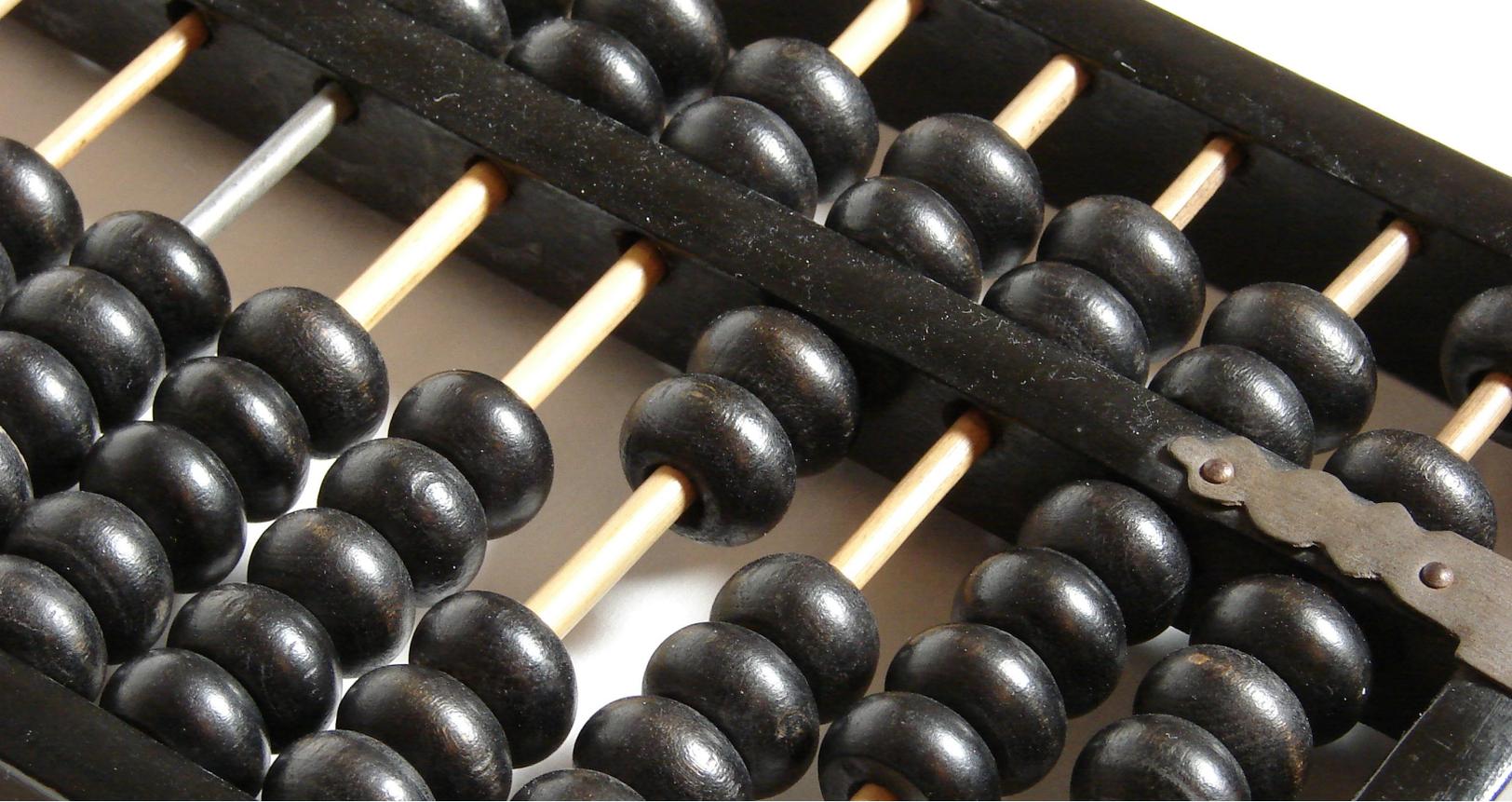
Types of Secondary Data

There are two types of secondary data:

♦ Secondary data specific to a student (For example, attendance at orientation)

♦ Secondary data NOT specific to a student (For example, videos and announcements)

A few of our data points align to three weekly events: synchronous event attendance, missed assignment, and students not logging into Blackboard.

The spreadsheets in the FITW Blackboard site contain input cells with simple dropdown menus designed to be time savers for instructors. FITW lead instructors will download the completed spreadsheets.

Once during the semester, treatment instructors will collect student-specific data by choosing "Yes" from a dropdown menu indicating follow-up with and/or action by at-risk students.

Weekly Items		
W1SynEvent	W1FollowMA	W1NotLoggedIn

Yes
No
N/A

Choose" Yes" from the column dropdown menu for students who came to any synchronous event, followed up on missed assignments, or did not log in.

These three items are tracked weekly. Instructors may opt to either input data each week, or wait until the end of the semester, download a report and input it one time. Most instructors find it easier to maintain weekly records of data.

The final data requirement is to place emails from students into your Wake Tech Outlook folder. This data may be downloaded at the end of the semester for analysis. The instructions for collecting and downloading email data as well as Adobe Connect reports, video view statistics, Blackboard announcement data, and Remind tool data are located in the Blackboard FITW site. Instructors can also contact their team leads for questions and/or instructions.

Chapter 5

Idea Bank

Constructing an Online Model to Promote At-Risk Student Success
First in the World Grant
Instructor Guide

SPECIAL NOTE:

The FITW support team has created a Blackboard site called **FIRST.IN.THE.WORLD***. The site has best practices, articles, research and blogs for instructors to share best practices and examples.*

Treatment instructors will be enrolled in a Blackboard site called FIRST.IN.THE.WORLD. This course shell contains best practices, articles, research and tips to help instructors learn and deploy the elements of the treatment protocol. In addition, this chapter contains a sampling of best practices in seven areas:

1. Promoting the use of synchronous interaction tools
2. Ideas for web conferencing
3. Ideas for videos
4. Ideas for texting
5. Ideas for personal communication
6. Ideas for general announcements
7. Ideas for creating an inclusive environment.

Promoting Synchronous Interaction Tools

The first week of class is the critical period for engaging students with your technology toolset. Texting and web conferencing are essential for building a sense of community in the online course environment. Promotion of the tools should begin pre-semester. Sending a short, friendly, easy-to-follow email one to two days before the class starts is recommended. **It is essential to have an organized, "advertising campaign" plan in place before the semester starts. See the FITW Blackboard site for an example plan and more details about the tools.**

Web Conferencing

The FITW grant provides all instructors a paid subscription for Adobe Connect web conferencing software. Online meeting events allow instructors to build rapport among the course participants. **Course lectures, exam review sessions, group projects,** and

office hours are all great examples of when to use web conferencing.

Adobe Connect has many free extensions that add useful extras and pizazz to sessions. Examples:

- ♦ YouTube video player (efficient for playlists)
- ♦ Doorbell (new attendee alerts for office hours)
- ♦ MP3 Player and Countdown Timer (tools for providing background music pre-session and a timer to indicate when the meeting begins).

The FITW Blackboard site includes best practices for scheduling web conferences and strategies for success. The key to successful web conference participation is to use the tool in a predictable and consistent manner so students will incorporate attendance into their course routine.

Videos

Videos promote personalization of the instructor to the students. Instructors have the choice to incorporate videos into any areas of the course, e.g., lectures, announcements, and discussion board. It is recommended to **keep videos less than five minutes in length.** The FITW Blackboard site includes links to an assortment of video examples.

Texting

Texting is an "opt-in" tool and students must choose to use the tool. Students who utilize the texting tool during the first week are very likely to continue using it in some capacity during the semester. Texting allows the instructor to communicate with students using the ubiquitous mobile device. Texting can be incorporated into course communication in a number of ways:

- ♦ Texting assignment reminders
- ♦ Missed homework/assignment interventions
- ♦ Texting affirmational comments
- ♦ Setup of Q&A groups
- ♦ Sharing interesting/timely articles and videos
- ♦ Receiving communication from students

Personal Communication

When intervention is necessary, keep the tone positive and personal. **Offer help if you can provide it, or encouragement if you cannot.**

> *Hi Nick, it looks like you missed the homework assignment that was due last night. Although I don't allow makeups for missed work, there are plenty more homework opportunities where you can do well. Let me know if I can help.* — Rebecca

A frequent behavior of the non-successful online student is the abandonment of course activities and attendance. Students will drift away from the course, failing to complete work, and will login to the online course less frequently. An introductory email to at-risk students is necessary to proactively begin the relationship between the instructor and the student. This helps create accountability on the part of the student, while letting the student know his or her success is important to the instructor. The email message should not dwell on the reasons for the student's past failure in the course, and should instead focus on creating the impression that the instructor is approachable and receptive to any calls or messages asking for assistance.

> *Hello Kasey, I'd like to welcome you to CIS 110. I noticed you've taken this class before. Is there anything I can do to help you this time? Remember, your success is a top priority. If there's anything I can do to help, never hesitate to reach out. See you on Blackboard tomorrow!* — Mr. Roswell

When students are not logging in or stop participating in course work, communication is important as part of the goal of the HTHTTM. Follow-up emails, texts, and/or phone calls should focus on ways, in a positive tone, in which the student can be successful in the future. Sometimes a student will complete the homework, but not at a satisfactory level. Instructors are recommended to reach out to this student as well. Effective communication will provide perspective, encouragement, and an offer of assistance.

> *Good morning, Shea. Thanks for taking the quiz that was due last night. I know the grade wasn't what you wanted; but you made the attempt and I am proud of you. If your quiz performance improves a little, and you do the rest of your coursework, you will pass this class. Please email or text if you need any assistance.* — Dr. Mills

Instructors should attempt to minimize automatically completing all student requests for withdrawal. Instead, they should evaluate a student's likelihood of passing before completing withdrawal procedures. Sometimes, students believe (incorrectly) they are failing a class or are unaware of opportunities for improving their grades. If there are avenues for remaining in the course successfully, these opportunities should be presented as options before agreeing on the withdrawal.

Tip:

Avoid announcement fatigue.

If email announcements, LMS announcements, and text messages to students are sent several times a week, students may begin tuning out your communications. Have a plan for engaging the students with general and personal communication.

General Announcements

Though the primary purpose of an announcement is to convey useful information, all announcements can, and should, include affirmational/ motivational elements.

- Compliment the students on last week's class performance
- Celebrate milestones (completion of a project or test)
- Provide encouragement or perspective

Create an Inclusive Environment

Reinforce themes of diversity and integration between classmates by including images in your course entry materials that reflect the student population. Inclusivity means inclusive for all.
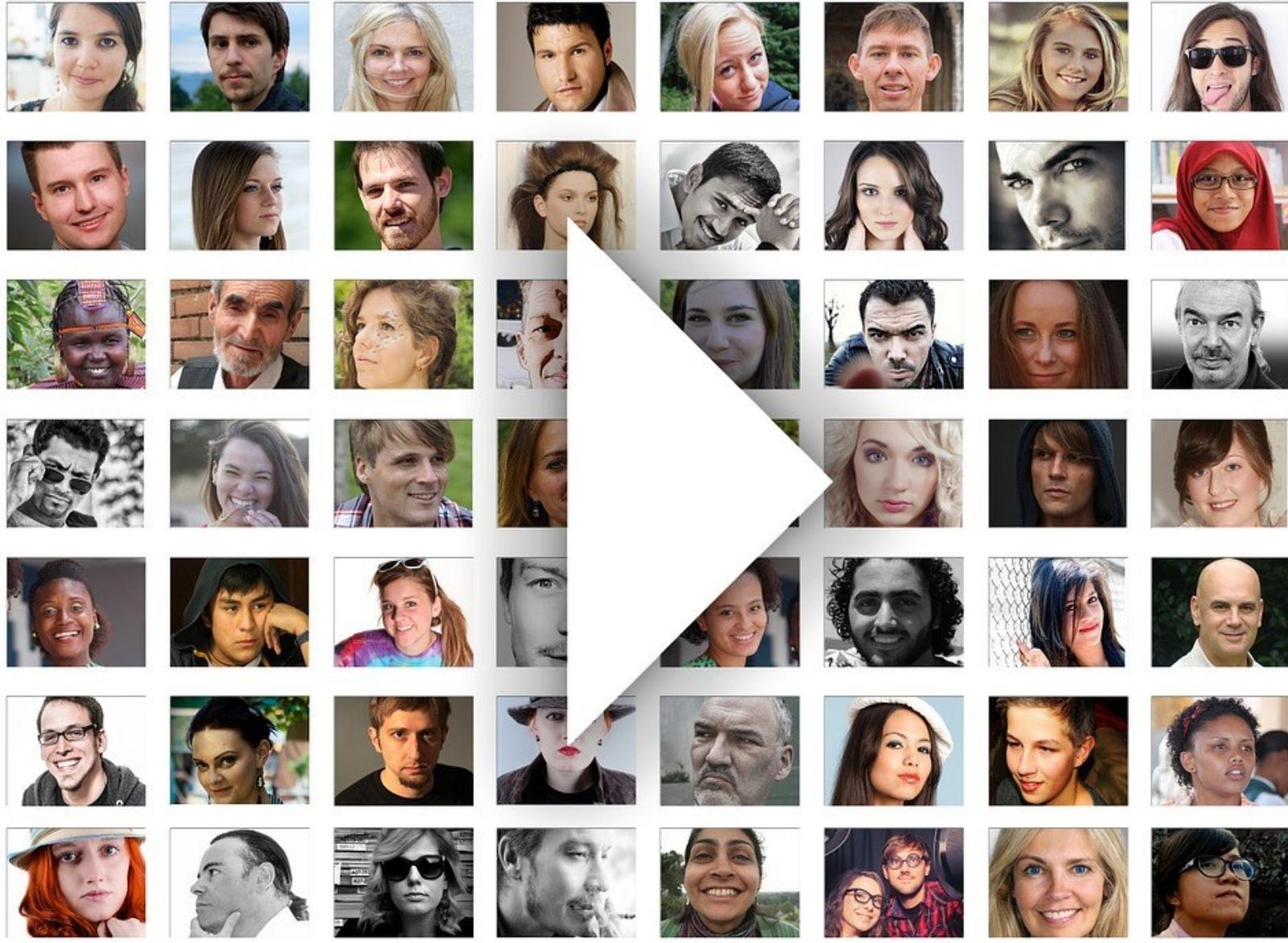
Appendix

Constructing an Online Model to Promote At-Risk Student Success
First in the World Grant
Instructor Guide

FIRST IN THE WORLD TEAM

PRINCIPAL INVESTIGATORS	Bryan Ryan	Principal Investigator (PI)
	Carlos McCormick	Co-Principal Investigator
	Chris Roddenberry	Co-Principal Investigator, PSY 150 Lead Instructor
	Kai Wang	Co-Principal Investigator
	Pooneh Lari	Co-Principal Investigator
SUPPORT STAFF	Belinda Profitko	Data Analyst
	Cynthia Bowers	Instructional Technologist
	Laila Shahid-El	Project Coordinator
	Sarah Rothman	Media Production Assistant
	Shelley Evans	Instructional Designer
SPONSORED PROGRAMS	Amy MacDonald	Dean, Sponsored Programs & Federal Relations
TREATMENT INSTRUCTORS	Alecia Anderton	CIS 110 Instructor
	Cyntria Bouknight-Lyons	CIS 110 Instructor
	Matthew Henry	CIS 110 Lead Instructor
	Marny Rhodes	BUS 110 Instructor
	Stephanie Grossman	BUS 110 Instructor
	Thomas Rankin	BUS 110 Lead Instructor
	Amy Minor	PSY 150 Instructor
	Chris Roddenberry	PSY 150 Lead Instructor, Co-Principal Investigator
	Claire McElvaney	PSY 150 Instructor
	Robyn Arnette	PSY 150 Instructor
ADVISORY COMMITTEE	Catherine Lassiter	Dean, Business & Public Services Technology
	Diane Albahrawy	Interim Department Head, Business Administration
	Elizabeth (Beth) A. Lewis	Dean, Humanities and Social Sciences
	Keith Babuszczak	Dean, Computer Technologies
	Matthew D. Zullo	Department Head, Networking & Computer Technology
	Michael M. Chi	Department Head, Social Sciences
RESEARCHERS	Beth Thrift	SERVE at UNCG (Evaluation Team)
	Julie Edmunds	SERVE at UNCG (Evaluation Team)
ADMIN SUPPORT	Jennifer Nicholson	Assistant to Kai Wang
	Josephine George	Assistant to Bryan Ryan

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