



Action Research: Expanding Research Capacity and Implementing Meaningful Change

October 28, 2015

Presenters:

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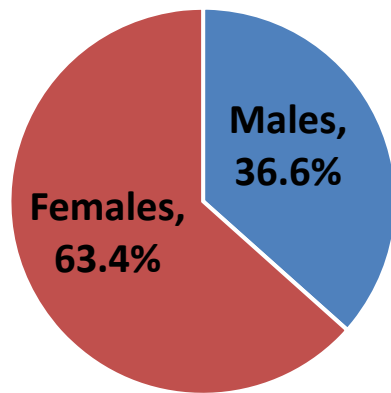
Discussion Topics

- Identifying the Problem Area
- Implementing Action Research
- Conducting Regular Data Reviews
- Initiating Meaningful Change
- Reviewing Outcomes
- Scaling Action Research

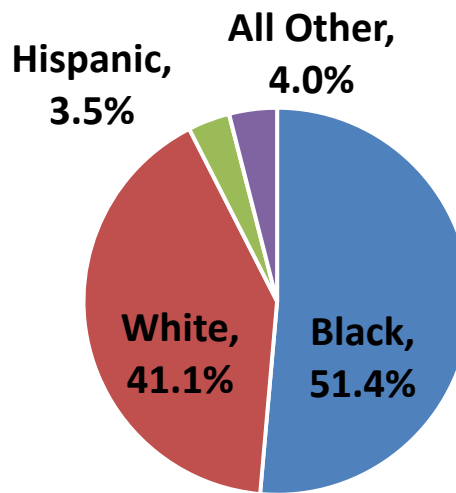


Student Demographics – Fall 2015

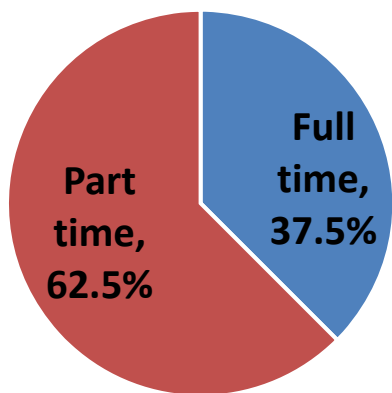
CGTC Total Enrollment 7,776



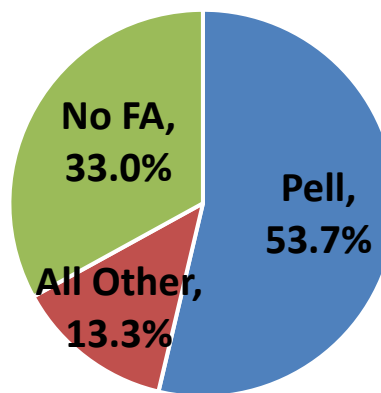
Gender



Race/ Ethnicity



Enrollment Status



Financial Aid

2011 Annual Institutional Results

Retention Rate

67.3%



TCSG Benchmark Report

Graduation Rate

44.5%



TCSG Benchmark Report

18.0%



IPEDS

Source: KMS Report #DC275 – Technical College System of Georgia Performance Benchmarks FY2011
IPEDS Data Feedback Report 2011

Research Questions

1) Are there high enrollment courses which hinder student progression?

2) In the identified courses, are the success rates comparable for traditional delivery and distance education delivery?

Gateway Course Enrollment

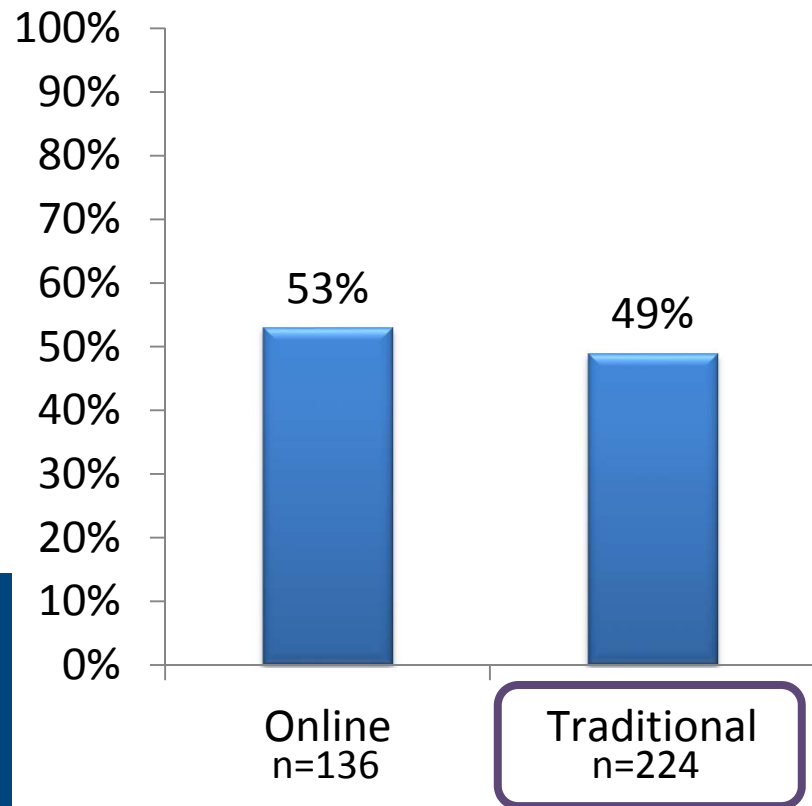
Top ten high enrollment, credit-bearing courses, Fall 2011

Subject	Course	Enrollment
COMP	1000	1,242
MATH	1012	635
ENGL	1010	624
EMPL	1000	566
PSYC	1010	459
ALHS	1011	410
ALHS	1090	380
ENGL	1101	355
ALHS	1040	318
PSYC	1101	312

Source: FacFusion Report – Gatekeeper Course Enrollment 201212

Course Success Rate

ENGL-1101 Course Success Rate



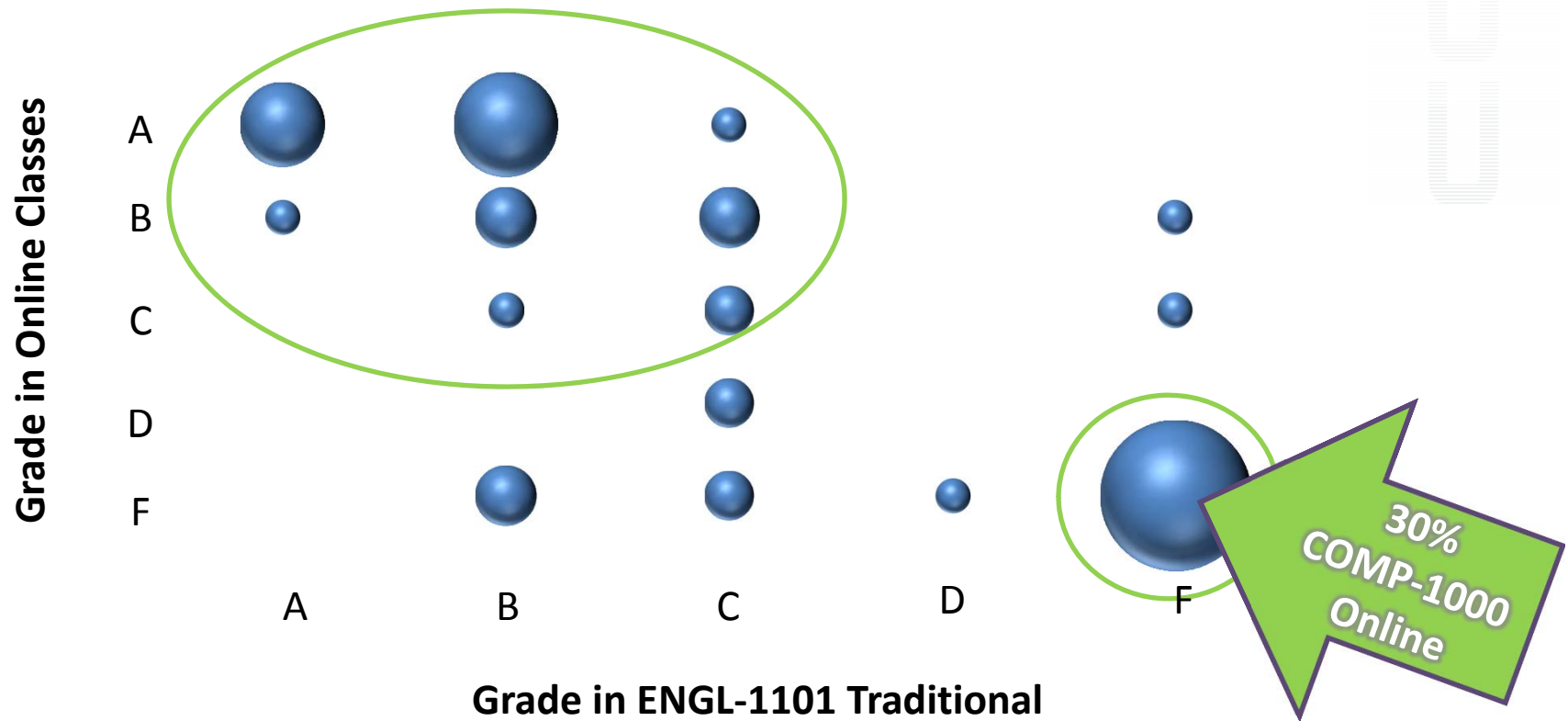
23% of students enrolled in a Traditional ENGL-1101 class also enrolled in at least one online course during the same term

Numerator = A,B,C Grades / Denominator = D,F,W Grades

Source: FacFusion Report – Grade Distribution 201212

Analyzing the Data

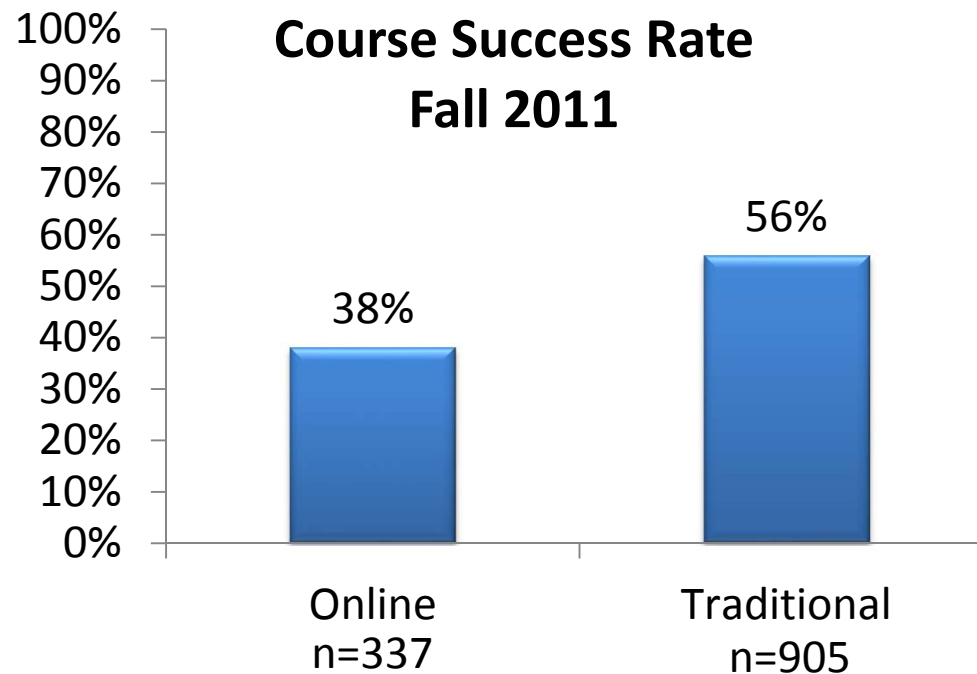
Comparison of Grade Distribution for students enrolled in ENGL-1101 and any Online Classes



Research Variables

All
COMP-1000
Classes

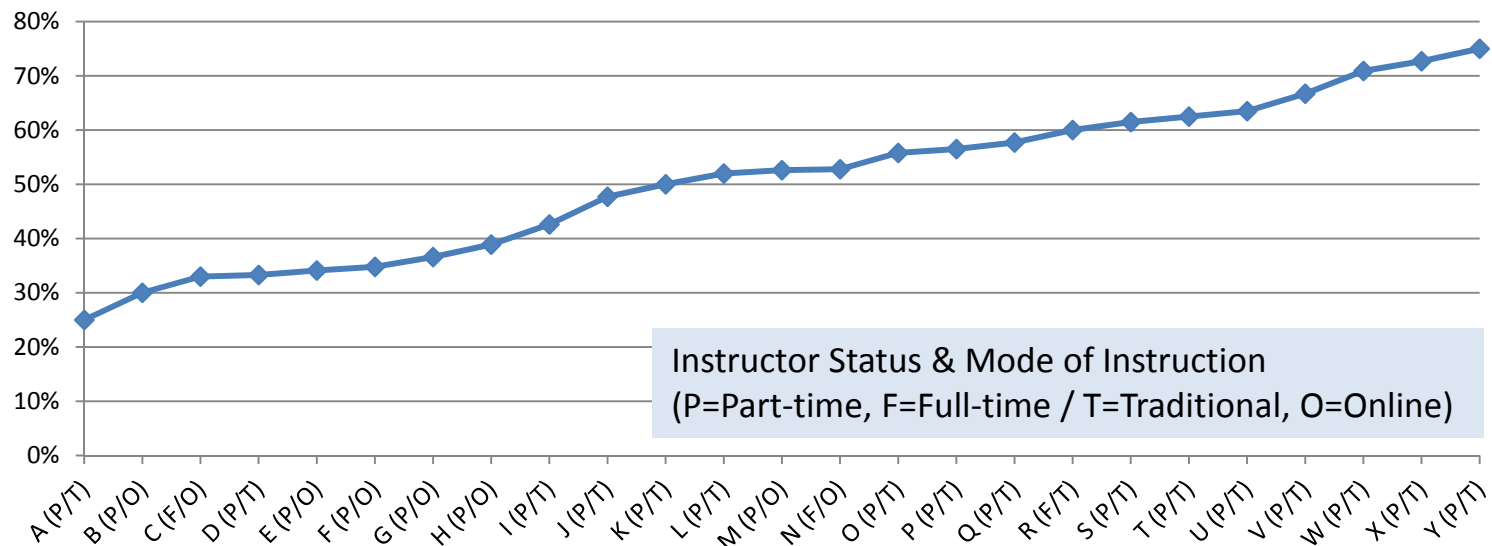
- Mode of Instruction
- Time of Instruction
- Campus
- Instructor Status
- Instructor Status & Mode of Instruction
- Instructor



Research Variables

All
COMP-1000
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- Mode of Instruction
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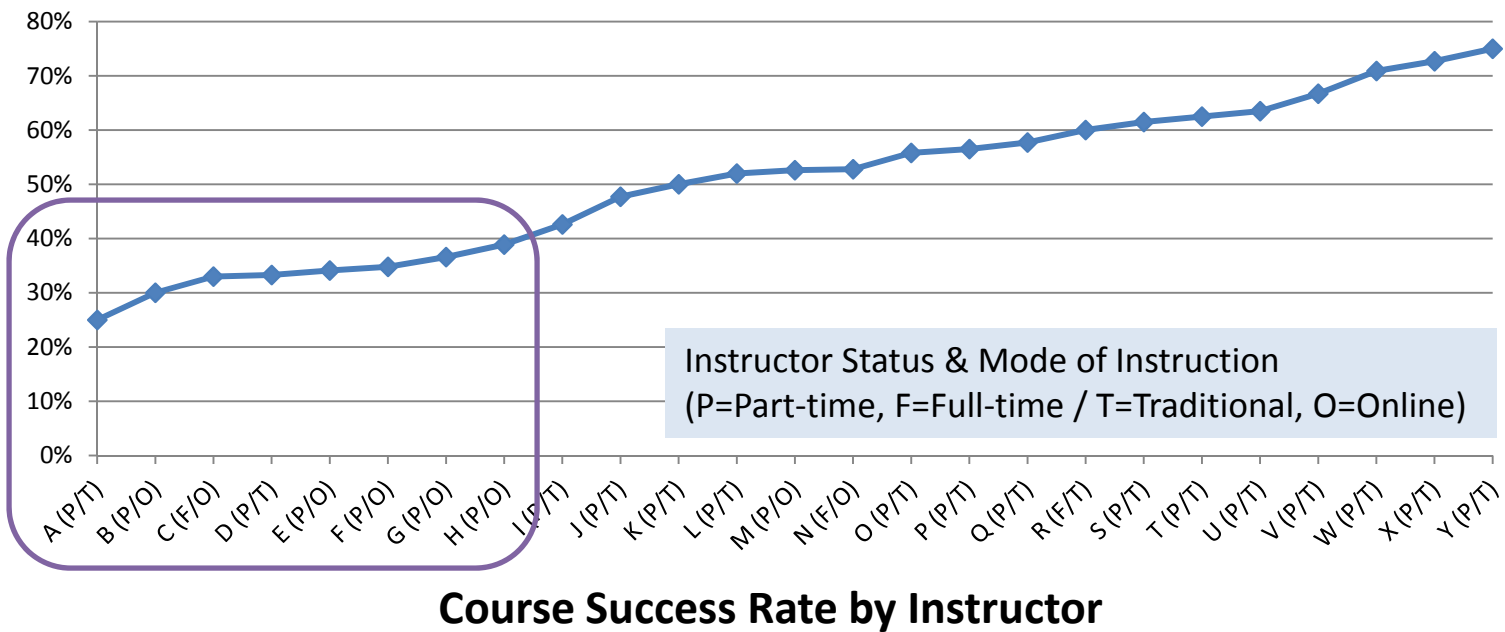


Course Success Rate by Instructor

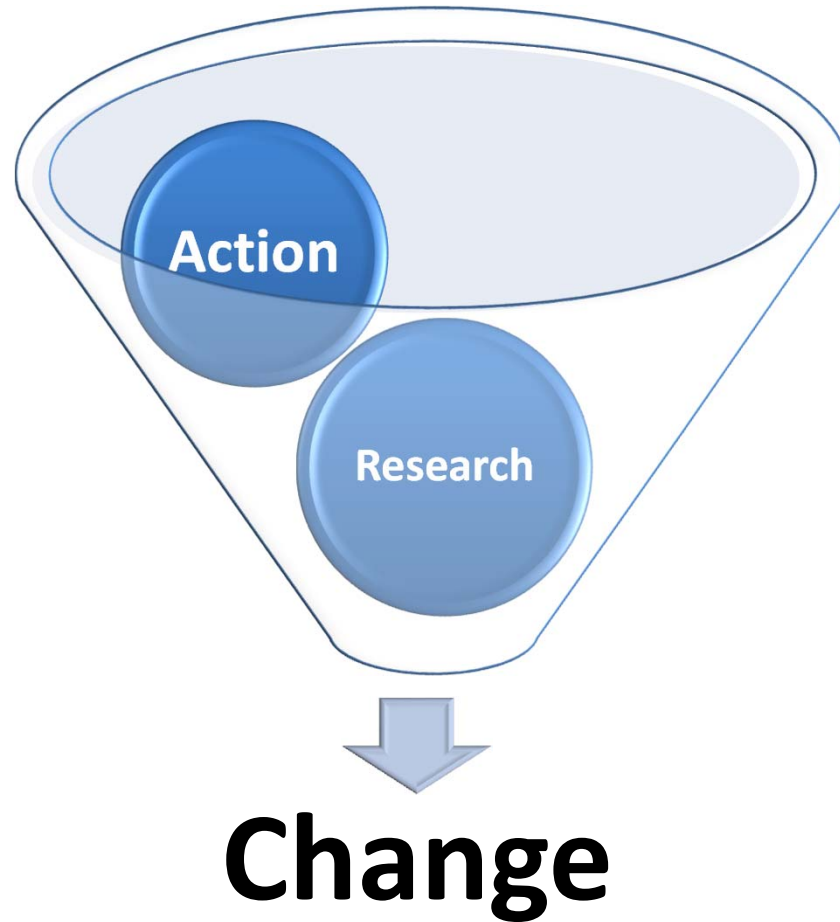
Research Variables

COMP-1000
Classes with
a Pass Rate
below 40%

- Gender
- Race/ Ethnicity
- Gender & Race/Ethnicity
- Attendance Violations
- Student Course Opinion Surveys
- Academic Success Center Questionnaire

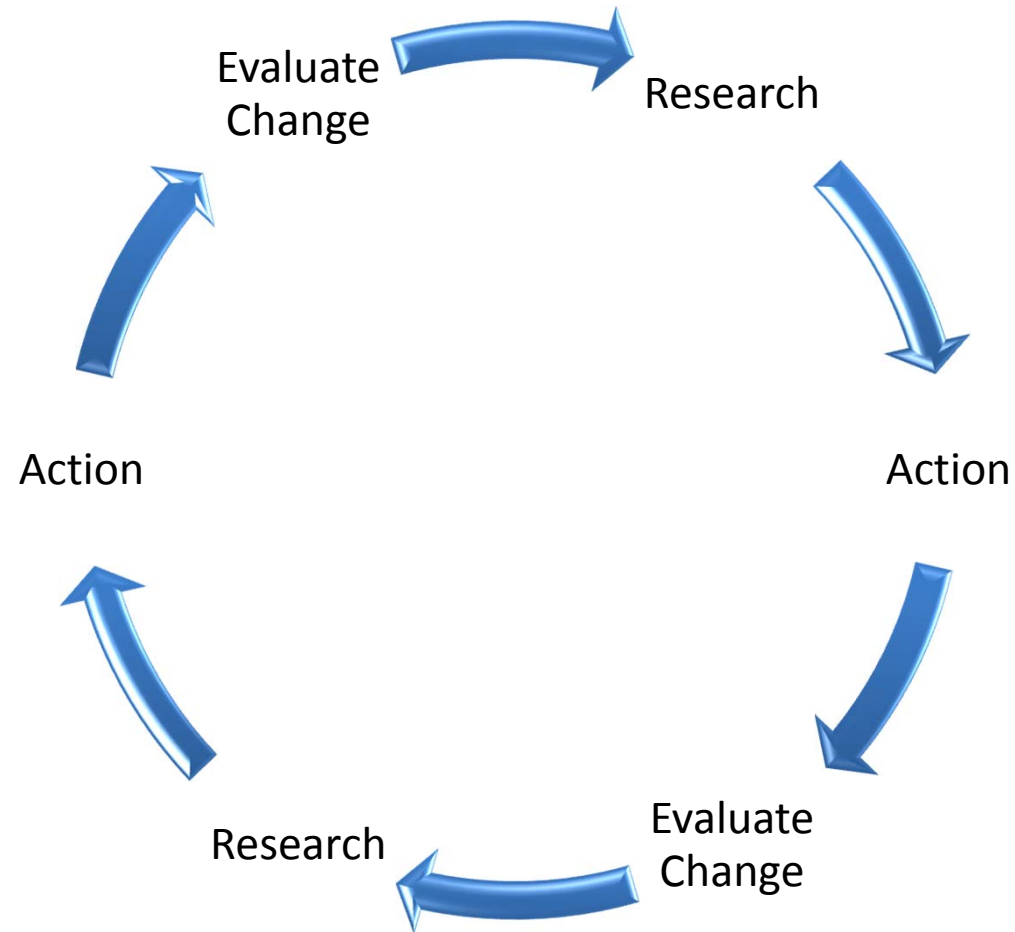


Action Research



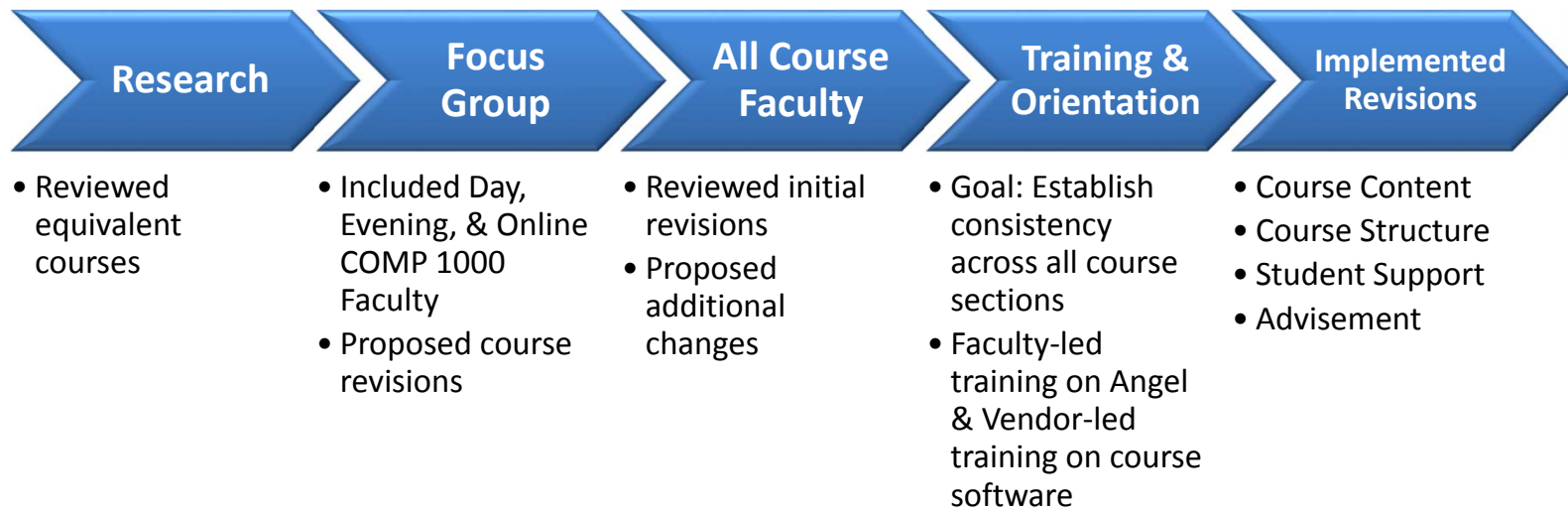
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Action Research



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Action: Implementation Fall 2012



Implemented Revisions

Course Content

- Focus on course competencies
- Removal of advanced assignment

Course Structure

- Master Course Shell
- Customized Textbook

Student Support

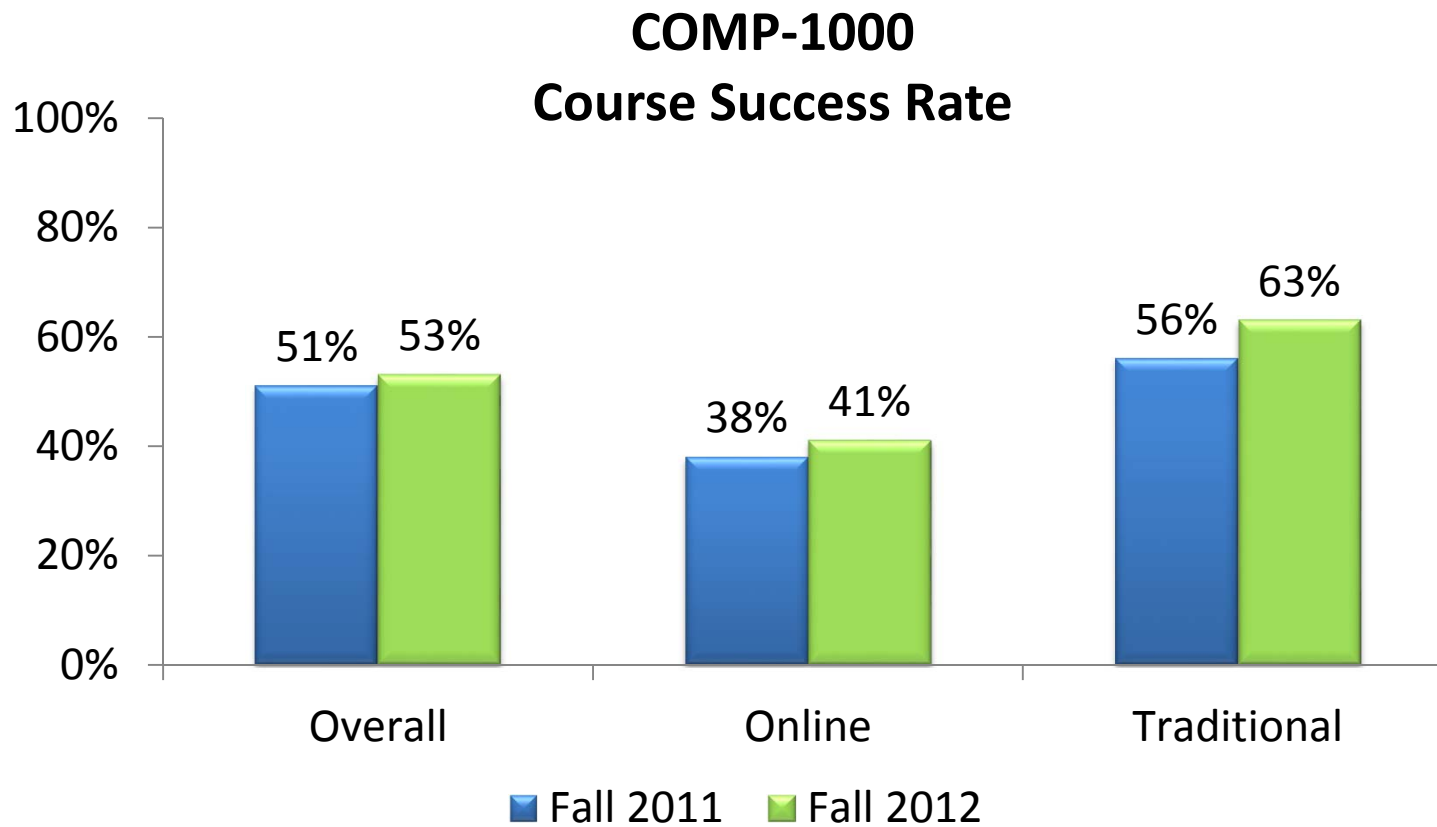
- Dedicated Computer Lab
- Additional course specific tutors
- Improved timeliness in posting grades in LMS (Angel)

Advisement

- Appropriate placement based on student skill level
- New Advisement Tools gauging readiness for online classes

Review of the Data after Redesign Year 1

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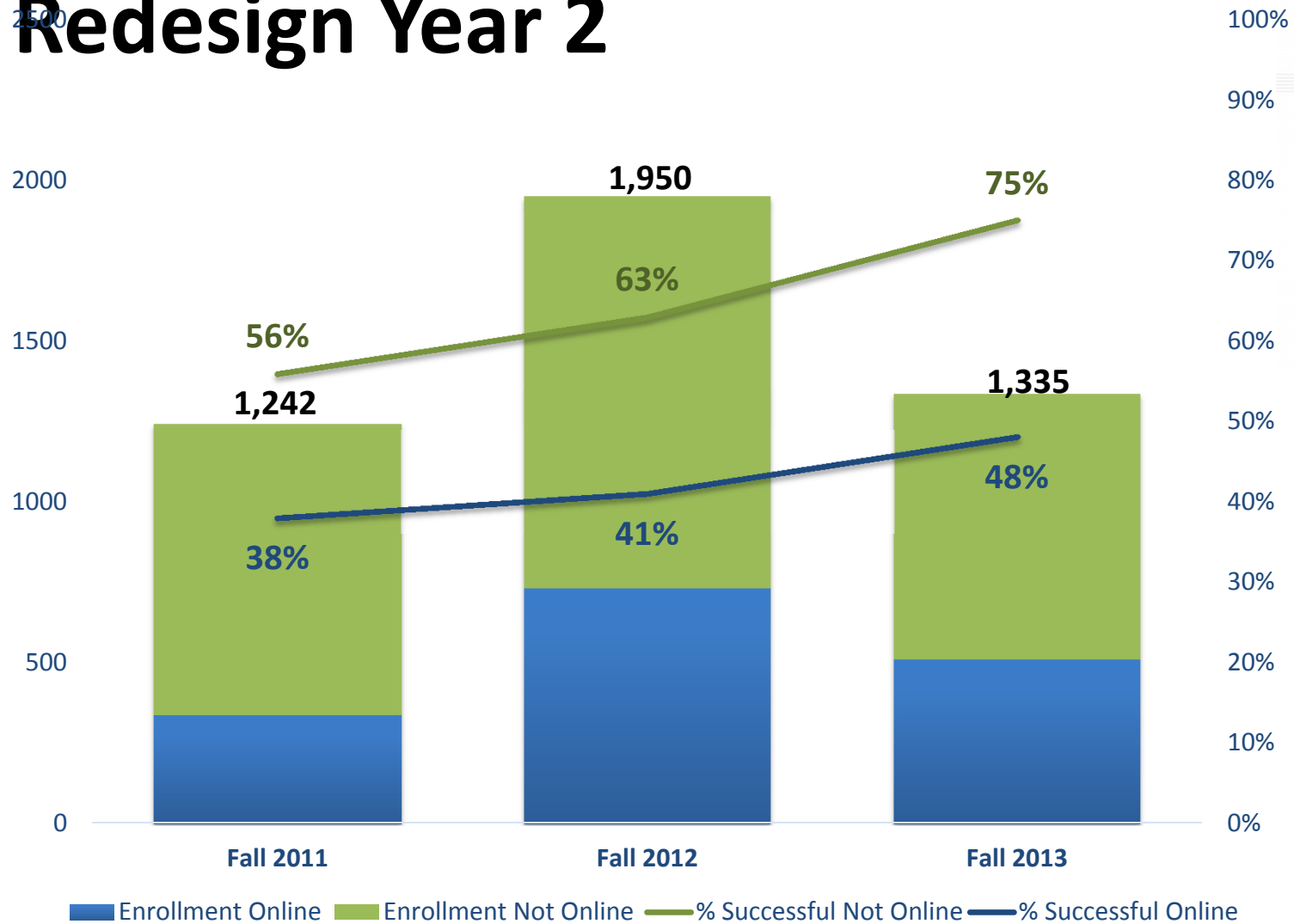


Source: FacFusion Report – Grade Distribution 201212, 201312

Action: Implementation Fall 2013

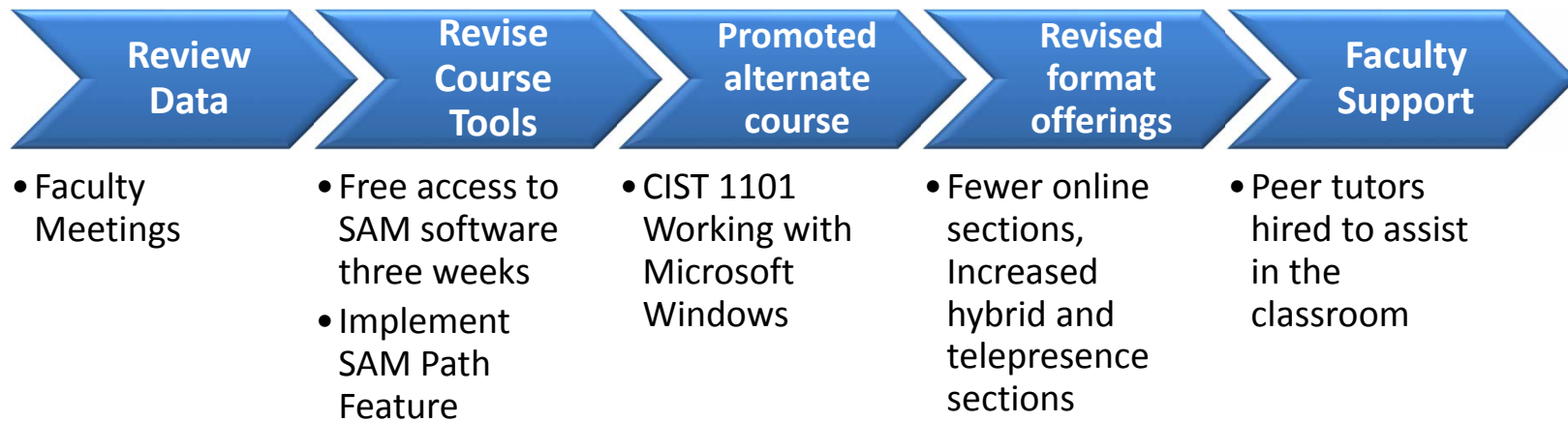


Review of the Data after Redesign Year 2

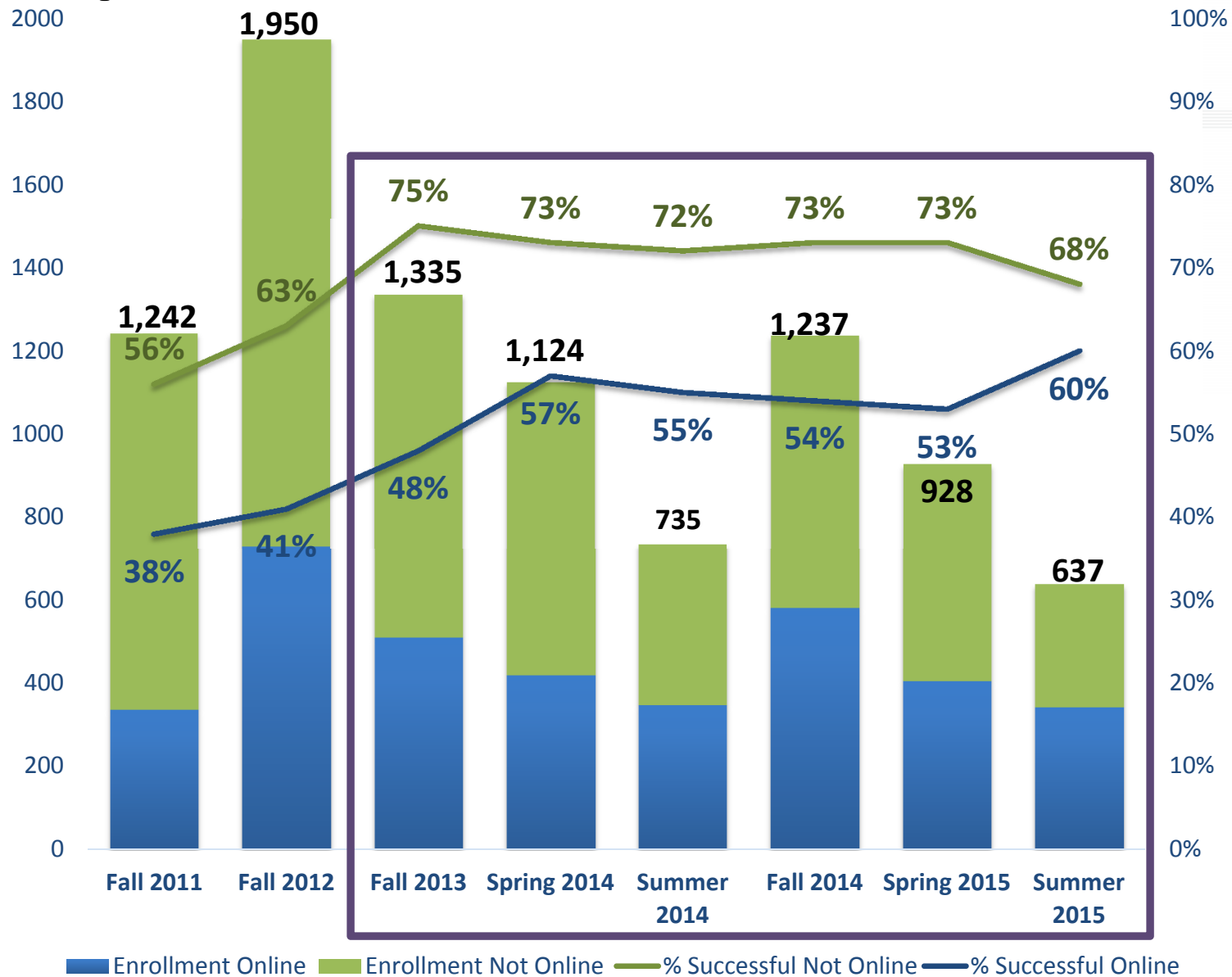


Source: FacFusion Report – Grade Distribution 201212, 201312, 201412

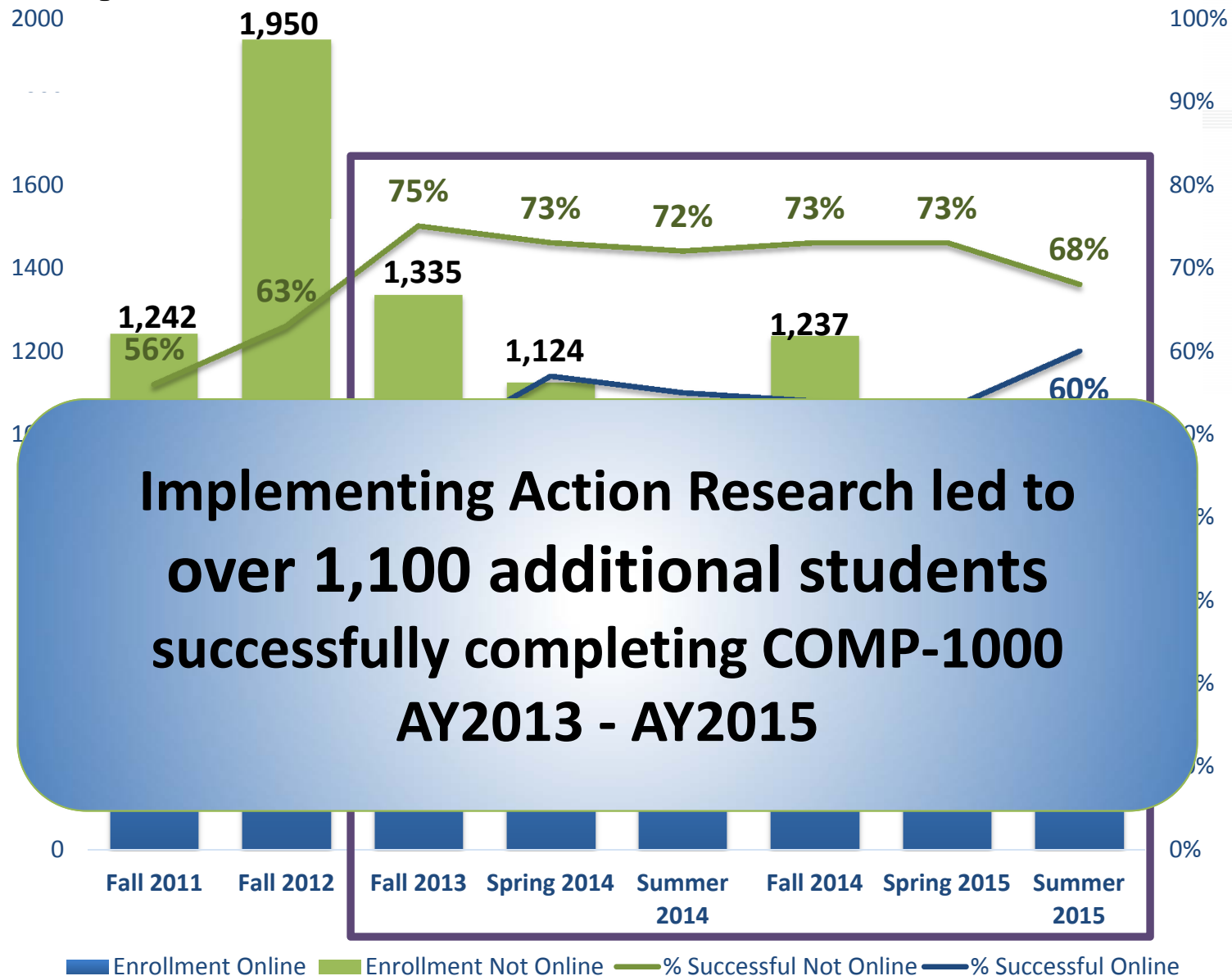
Action: Implementation Fall 2014



Impact of Action Research



Impact of Action Research



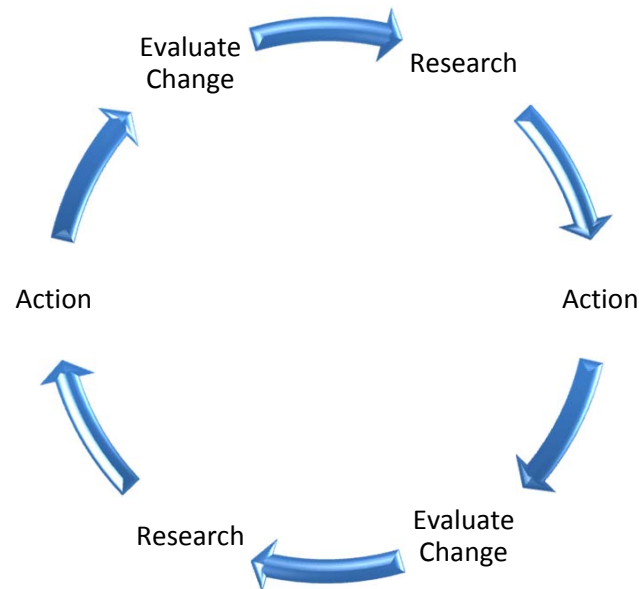
Data Collection and Review

Revisiting the Data

- Disaggregate results by student demographics (AA Males)
- Identify students with multiple course attempts
 - First attempt vs Subsequent attempts
 - Mode of Instruction

New Questions

- Performance by Course Section
 - Sections added at the last minute vs Planned sections





Scaling Action Research

Improvement Goals in Division-level Operational Plans

(COMP 1000, ALHS 1011, BIOL 2113, ENGL 1101)

Success in Remedial Courses

Co-Requisite Courses

QEP – Redesign of College Success Course

PBI Competitive Grant – Removing Barriers and Setting Benchmarks for Student Success

TAACCCT Grant – BlendFlex Classes

Titan Teaching Collaborative





Contact Information

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