

Finding a Balance for Success: Student Success Innovations vs. Faculty Workload Concerns

Dr. Tamara Powell
tpowel25@kennesaw.edu

Dr. Julie R. Newell
jnewell2@kennesaw.edu

Mr. Stephen Bartlett
sbartlet@kennesaw.edu

Mr. Sam Lee
slee229@kennesaw.edu

Ms. Brayden Milam
bmilam3@students.kennesaw.edu

Ms. Lauren Snider
lsnider1@students.kennesaw.edu



Kennesaw State University
Kennesaw, Georgia
Atlanta Metro Area, USA



Very Short Resumes of the Presenters

- Dr. Tamara Powell is a professor of English at KSU and Director of the RCHSS Office of Digital Education
- Dr. Julie R. Newell is a professor of Interdisciplinary Studies at KSU and the Special Assistant to the Provost
- Mr. Stephen Bartlett is a lecturer of History at KSU and Associate Director of the RCHSS Office of Digital Education
- Mr. Sam Lee is the RCHSS ODE Assistant Instructional Designer
- Ms. Brayden Milam is the RCHSS ODE Graduate Assistant
- Ms. Lauren Snider is the RCHSS ODE Lead Student Assistant

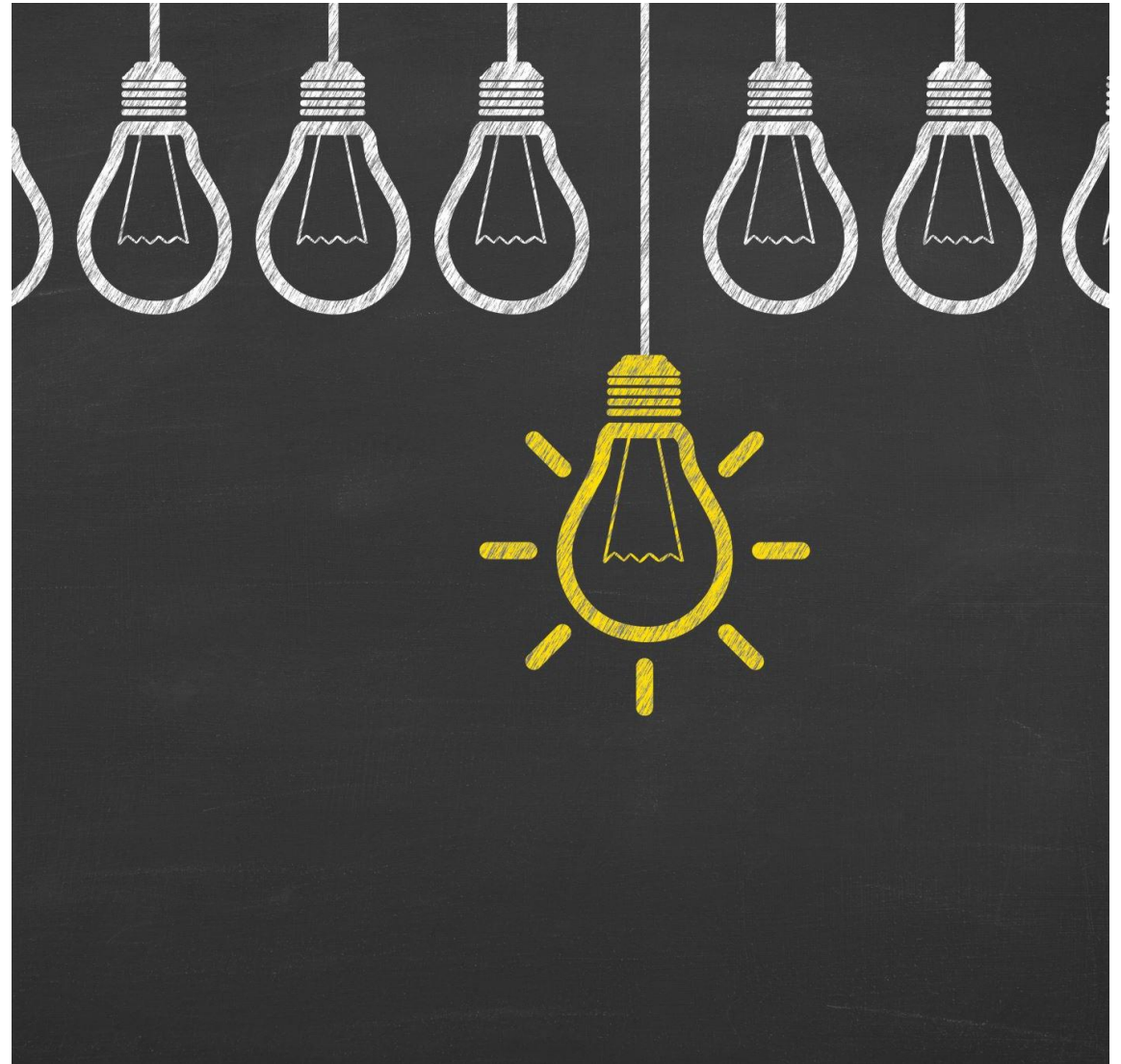
The KSU RCHSS ODE Team



Left to right, Lauren Snider, Stephen Bartlett, Sam Lee, Brayden Milam, and Julie Newell. Not pictured, Tamara Powell.

Rationale and Overview

- Funding for public universities in the US is a combination of federal and state funding in addition to tuition.
- Due to funding shortages, competition for funding opportunities is intense.
- Funding is awarded for initiatives that increase student success and timely progress to graduation.



Description of Solution and Project

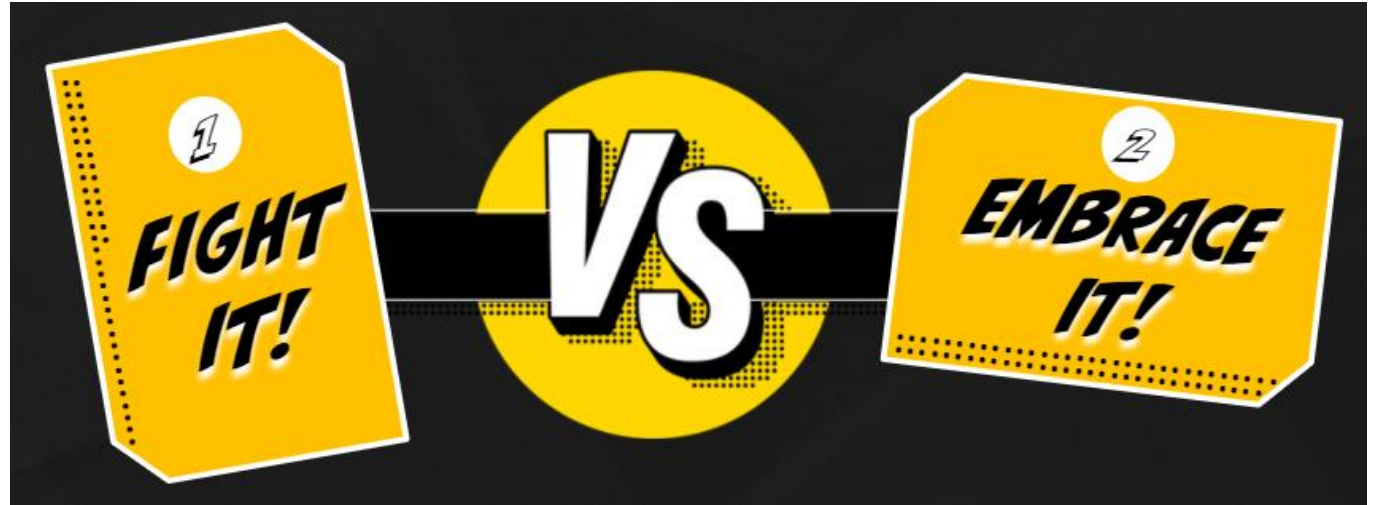
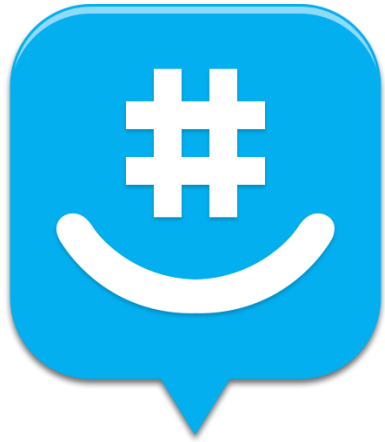
- Student success content gets lost in the design emphasis
- Why we chose the solution we did
- Concerns for student success and faculty workload
- How we chose the strategies we presented to faculty
- The research aspect of the project

Student Success Minute 1: Scaffolding

- What is scaffolding?
- Why should it be used online?
- Response from faculty




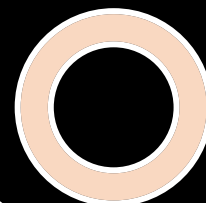
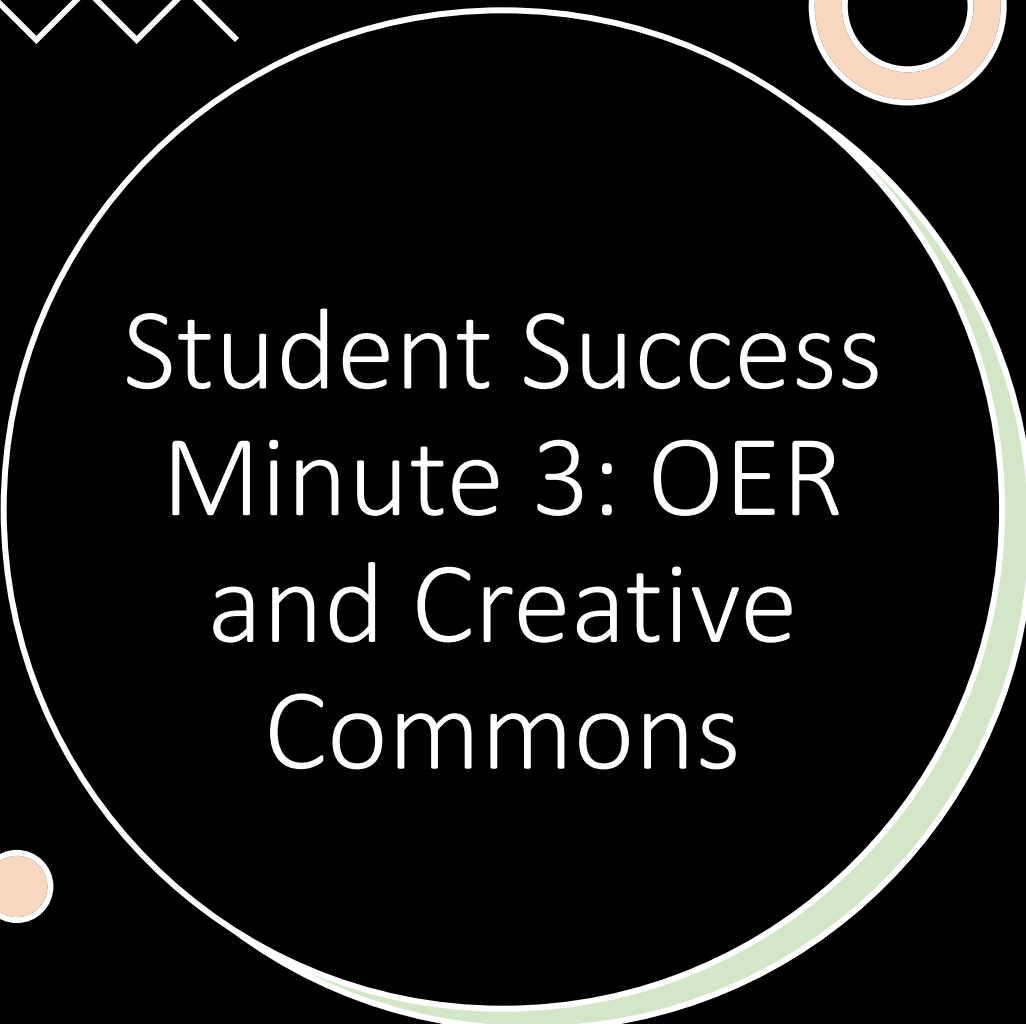

The screenshot shows a video player interface. The main content is a slide titled "Scaffolding Assignments". The slide text reads: "Flower Darby in *Small Teaching Online* talks about scaffolding assignments, "break[ing] down complex tasks" (page 33).". Below the text is a diagram consisting of six purple rectangular boxes arranged in a horizontal line, connected by arrows pointing from left to right. The boxes are labeled: "Task", "Task analysis", "Annotated multiple choice", "Case", "Paper", and "Research paper". A small video inset in the bottom right corner of the slide shows a woman with glasses speaking. The video player controls at the bottom include a play/pause button, a volume icon, a progress bar showing 0:10 / 3:15, a 1x speed control, a settings gear, a full screen icon, and a logo in the bottom right corner.



Student Success Minute 2: GroupMe

- What is Articulate Storyline 360?
- What is GroupMe?
- Conflicting Strategies
 - Fight it!
 - Embrace it!
- Quiz/Reception





Student Success Minute 3: OER and Creative Commons

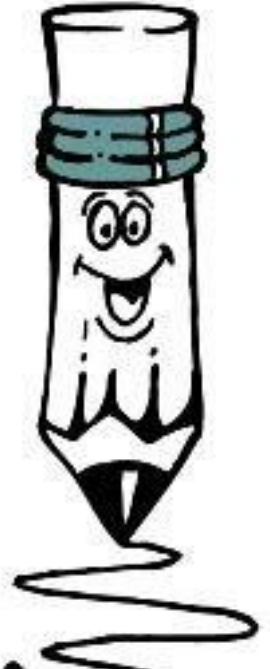
- Want to play? [Tinyurl.com/ynkt9hy4](https://tinyurl.com/ynkt9hy4)
- In this strategy, Ms. Tiffani Reardon, Program Manager for Affordable Learning Georgia, explains what open education resources are, why a professor might want to use them, and what Creative Commons licenses are.
- AffordableLearningGeorgia.org
- Creativecommons.org/
- 100% success on the assessment



Student Success Minute 4: The Quickwrite

- Writing Across the Curriculum (WAC)
- Improve Critical Thinking & Expression
- Perfect for online
- "Instant" Feedback
- Faculty response = favorable

Quickwrite...



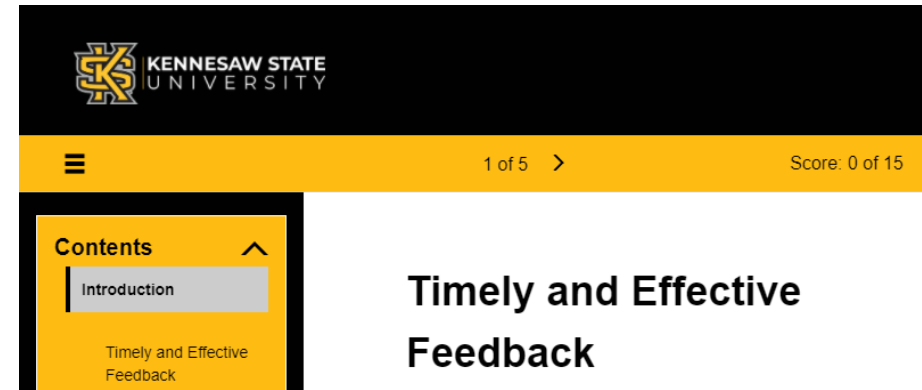
Student Success Minute 5: Weekly Modules

- Time Management
- The Great Hunt
- Easy Solution
- Not as obvious as you might think



Student Success Minute 6: Timely and Effective Feedback

- What is SoftChalk?
- Small Teaching Online
- Theory
- Models for Timely Feedback
- Models for Effective Feedback
- Quiz
- Reception



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1 of 5 > Score: 0 of 15

Contents ^

Introduction

Timely and Effective Feedback

Timely and Effective Feedback



SoftChalk

Results So Far



We have only begun to receive feedback from faculty who have completed the Student Success Minute Training.



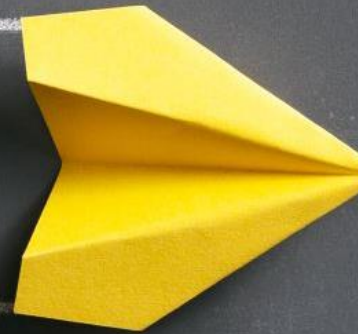
All respondents confirmed they will implement at least one strategy, with emphasis on GroupMe, weekly modules, and feedback.



Even faculty with prior training found the modules to be useful.

Next Steps of the Research

- Additional modules
- Access outside the Build a Web Course Workshop context
- Continue to collect faculty feedback
- Gather data on student perceptions



Invitation to participate!

- How to access:
<https://tinyurl.com/3xj49fsm>
- Please contribute to our data by completing the survey!
We welcome your feedback and suggestions.

