FY 2014-2015

Application for Innovation Funds

LCCC

"Innovation distinguishes between a leader and a follower."
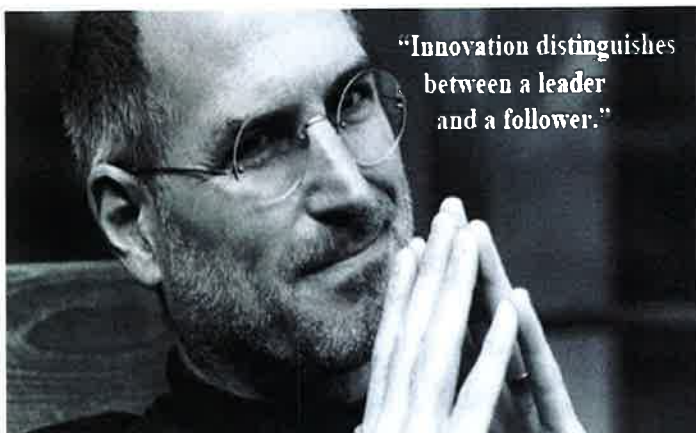
Center for Learning Technologies

Laramie County Community College

FY 2014-2015 – Second Year Proposal

Project Area: Instructional Effectiveness

Title of Project – The Collaborative Model for Online Innovation – Second Year

1. Executive Summary

The Center for Learning Technologies team has a goal to develop high quality online programs to reach a larger student population while increasing Laramie County Community College enrollment and presence. At the end of this project, LCCC online programs will have the highest level of consistency and quality in the region. The title of this project is "The Collaborative Model for Online Innovation." – Second Year.

We propose to design courses for four or more entire degree programs during a period of three years, using the faculty as subject matter experts. Course design would follow a specific, newly established process titled *The Collaborative Model.* Instructional designers would design and build the courses to ensure that they meet best practices and design standards. Next, a technology specialist would build the multi-media and other technology as needed. Finally, the courses would be peer reviewed by LCCC faculty members. Designing courses through The Collaborative Model will insure the highest quality online courses at LCCC. High quality online programs will increase enrollment, improve student satisfaction, and, most importantly, exemplify collaboration between different units at the college.

For year two the team will complete the design of the Criminal Justice Degree (Pre-Law and Corrections track- 8 courses). We currently have the first three Criminal Justice Courses being designed in our first phase of this project. The last 5 courses will be completed in this round. The Education and the Early Childhood Education Degrees (13 courses) will be moved up from year three to year two for this proposal.

In addition we are including the Human Services Degree (10 courses) in this year. We applied for a grant from the Wyoming Department of Education to pay for putting this degree online, however we were only awarded a portion ($5,700) of the amount we requested. By using the grant we will leverage the balance of the degree with innovation funding.

All courses/programs would be developed using content units/modules, which will allow the delivery of the courses in a variety of lengths (16, 12, or 8 weeks).

The funding needed for year two which will include summer of 2015 is $53,948. This would pay the faculty subject matter experts an adjunct stipend. The additional funds are for professional development, licensing software and multi-media tools.

Project Description

The goal of "The Collaborative Model for Online Innovation" year two, is to develop the remaining Criminal Justice Courses (pre-law and corrections tracks). This degree is currently only taught face-to-face. We will also redesign the Education and Early Childhood degrees. Currently there are no colleges in Wyoming that have the Early Childhood degree totally online. If this project is approved we will be the first. Every student in this degree program, who lives in Wyoming, is eligible to have their tuition 100% paid for by Wyoming Quality Counts. By using the Wyoming Department of Education grant to leverage putting the Human Services degree online we would be the first to put this emerging degree online in Wyoming. This project will establish and put into practice The Collaborative Model of course design, fostering consistency and high quality online programs at LCCC.

The Collaborative Model starts with having the faculty act as subject matter experts, providing their expertise and materials to an instructional designer who will use his/her skills to design a course that meets best practices and instructional design standards as well as accessibility. Once the course is designed, a technical support person would build the mutli-media and other technical aspects of the course. Finally, the course would be peer reviewed by LCCC faculty members and final adjustments would be made between the faculty member, dean and instructional design team. This model would bring about a new method to strategically place entire programs online, not just courses at LCCC.

This project should be pursued for several reasons. The recent HLC Quality Checkup Report, dated August 16, 2012 (pages 9-10) stated that LCCC "might consider adoption of some standard online class components that could help to reduce variation in the student experience and may also strengthen faculty training and support processes." Offering further that "some of the students the team interviewed noted experiencing significant variation from one online class to another. In the students' view, some online classes are less complete than others; time is wasted figuring out what is expected." Finally, the HLC Quality Checkup Report raised concerns that individualized and asynchronous online course conversion may not coalesce with institutional planning, and might unintentionally

undermine the overall online program "and the preparation processes that support it."

The Center for Learning Technologies' research on best practices for consistent, high quality online course delivery led to the formation of this project. Fabry (2009) indicated that traditional classroom courses tend to be revamped for use in online environments. However, the courses often lack quality, as the "linear-designed instructional framework" is not suited to online collaborative environments (Fabry, 2009, p. 253)". By moving to a collaborative method of instructional design, we can move LCCC toward consistency, which will allow all instructors to focus on teaching while maintaining quality instructional design (Fabry, 2009). The instructional design team could design both online and on-ground courses to ensure comparability and consistency in meeting learning outcomes. *Quarterly Review of Distance Education, 10*(3), 253-261.

2. Goal, Objectives and Outcomes

The main goals of this project are to improve the consistency and quality of online courses and to make LCCC a leader in online offerings both regionally and nationally. An equally important goal is to increase the number of online students, and consequently the FTE of the college, by increasing the programs offered online and the quality of the courses. The number of online students has plateaued at LCCC and only represents about 15% of the total students and course offerings. The national average is 31% and most colleges have grown their online programs by an average of 10% a year since 2002 as stated in the Sloan-C report ("Going the Distance: Online Education in the United States", 2011 Survey by I.E. Allen and J. Seaman). LCCC's online programming has not grown comparatively.

Our objective in this second year is to put the remaining courses of the Criminal Justice Degree, the two Education degrees and the Human Services degree online using The Collaborative Model of instructional design and course development. During year two, the team will design the balance of the Criminal Justice Degree, the Education Degrees and the Human Services degree. Year three the team will propose some other degrees to be placed online that are as of this submission still in the works.

We will monitor the success of this project by gathering information through the Office of Institutional Research and tracking the growth in the number of online students and courses at LCCC as compared to the past five years. We will analyze reports each semester to track progress.

Additionally, we will compare student surveys from the redesigned courses to existing courses by using the same survey tools. This analysis will provide data as to the students' levels of satisfaction and their opinions on course quality.

3. Project Budget

In order to place the balance of the Criminal Justice degree, the entire Education degrees and the Human Services degree online, twenty eight courses will need to be developed.

Subject Matter Expert Stipends	$59,648.00
Software and Multi-Media	$897.00
Sub-Total:	$60,545.00
Minus the Wyoming Dept. of Ed Grant -	$5,700.00
Total Budget	$54,845.00

Return on Investment: A recent report from Sloan-C ("Going the Distance: Online Education in the United States", 2011 Survey by I.E. Allen and J. Seaman) stated that in 2002 around 10% of students were taking at least one online class and by 2010 that number had grown to 31%. They further reported that a 10% per year growth rate for online enrollments far exceeds the less than 1% overall growth rate in higher education enrollments. In addition, enrollment growth rates in fully online programs by discipline show that most are growing. Finally, 65% of higher education institutions in the US reported that online learning is a critical part of their long-term strategy.

Recent indicators show that the Criminal Justice segment of the economy will grow by 11% this decade: "*From 2010 to 2020, protective service occupations are expected to add 364,500 new jobs – an 11% growth. A Criminal Justice degree is a solid foundation for taking advantage of these growth opportunities*". (Source: Spring 2012 BLS *Occupational Outlook Quarterly*)"

U.S News and World Report recently listed Criminal Justice as one of the top 10 most popular degrees that are taken online. Edventures, a Boston-based research firm, ranked Criminal Justice as the #3 top degree to take online nationwide in terms of enrollment (Edventures 2009).

ROI the second year after the Criminal Justice degree, Education degrees and the Human Services degree are totally online is projected to be $117,528.00. This figure is based on teaching each one of these courses at least once during the year, with 12 students in each course for the new courses and an increase in the existing courses. If WUE (Western Undergraduate Exchange) or other out-of-state students matriculates into the program, the ROI would rise even higher.

5. Project Timeline

The proposed start date for this project is October 1, 2014, with completion by August 31, 2015.

6. Project Team

Project Leader: Les Balsiger, Director, Center for Learning Technologies

Melvin Hawkins Jr., Dean of Business, Agriculture and Technical Studies

Kathleen Hathaway, Dean of Math and Science

Nicole Bryant, Interim Dean of Arts and Humanities

Janice Cheever, Specialist, Technical Skill Training

James Miller, Special Assistant, Vice President of Academic Affairs

Tim Kochery, Senior Instructional Designer, Center for Learning Technologies

Rebecca Reece, Senior Instructional Designer, Center for Learning Technologies

Tammie Keney, Coordinator, Disability Support Services

Teresa Authier, Librarian, Ludden Library

Jackie Kisinger, LMS Administrator, Integrated Technology Services

Tammarra Holmes, Technical Support Specialist, Center for Learning Technologies

Jodi Weppner, Criminal Justice Coordinator

Ann Shelby, Education Faculty

Scott Moncrieff, Education Faculty

August 27, 2014

Les Balsiger, Director
Center for Learning Technologies
1400 E. College Dr.
Cheyenne, WY.   82007

Dear Les,
The College of Math & Sciences is eager to participate with the Center for Learning Technologies in the creation of online courses and program options.   We would like to create an online section for the following Human Services Program courses; HMSV 1010 Introduction to Human Services, HMSV 1060 Case Management, HMSV 1110 Ethics for the Helping Professions, HMSV 2000 and Human Services Administration.

The Addictionology option of the Human Services Program could take the following courses online; ADDN 1010 Addictions Prevention, and ADDN 2010 Addictions Assessment. It would be beneficial to our existing students to have these courses offered in an online format. In addition to our existing students; many of these courses can satisfy state and national continuing education credit requirements for a number of the helping professions.

Our program staff and I look forward to working with your team on creating these online courses.

Sincerely,

Kathleen D. Hathaway, Dean of Math & Sciences

August 28, 2014

Dear Mr. Balsiger,

We continue to support the plan to offer Education majors the option of earning their degree online through Laramie County Community College. We feel that providing an online delivery format will lead to an even more robust program. This applies to both Education and Early Childhood Education degree options.

We will be pleased to participate in the Collaborative Model for Online Innovation project as soon as the details have been mutually agreed upon in the contracts.

Sincerely,

Ann Shelby

Scott Moncrief

September 2, 2014

To Whom It May Concern:

      I have reviewed the Innovative Funds Proposal – The Collaborative Model for Online Innovation from the Center for Learning Technologies. The proposal contains the information we have discussed for the development of online Criminal Justice course offerings. I agree with and am in support of phase two of the proposal to continue to work toward an online offering of the Pre-Law and Corrections focuses of the Criminal Justice degree.

Jodi A. Weppner

Jodi A. Weppner, J.D.

Justice Studies Program Director

Laramie County Community College