

Analysis Summary

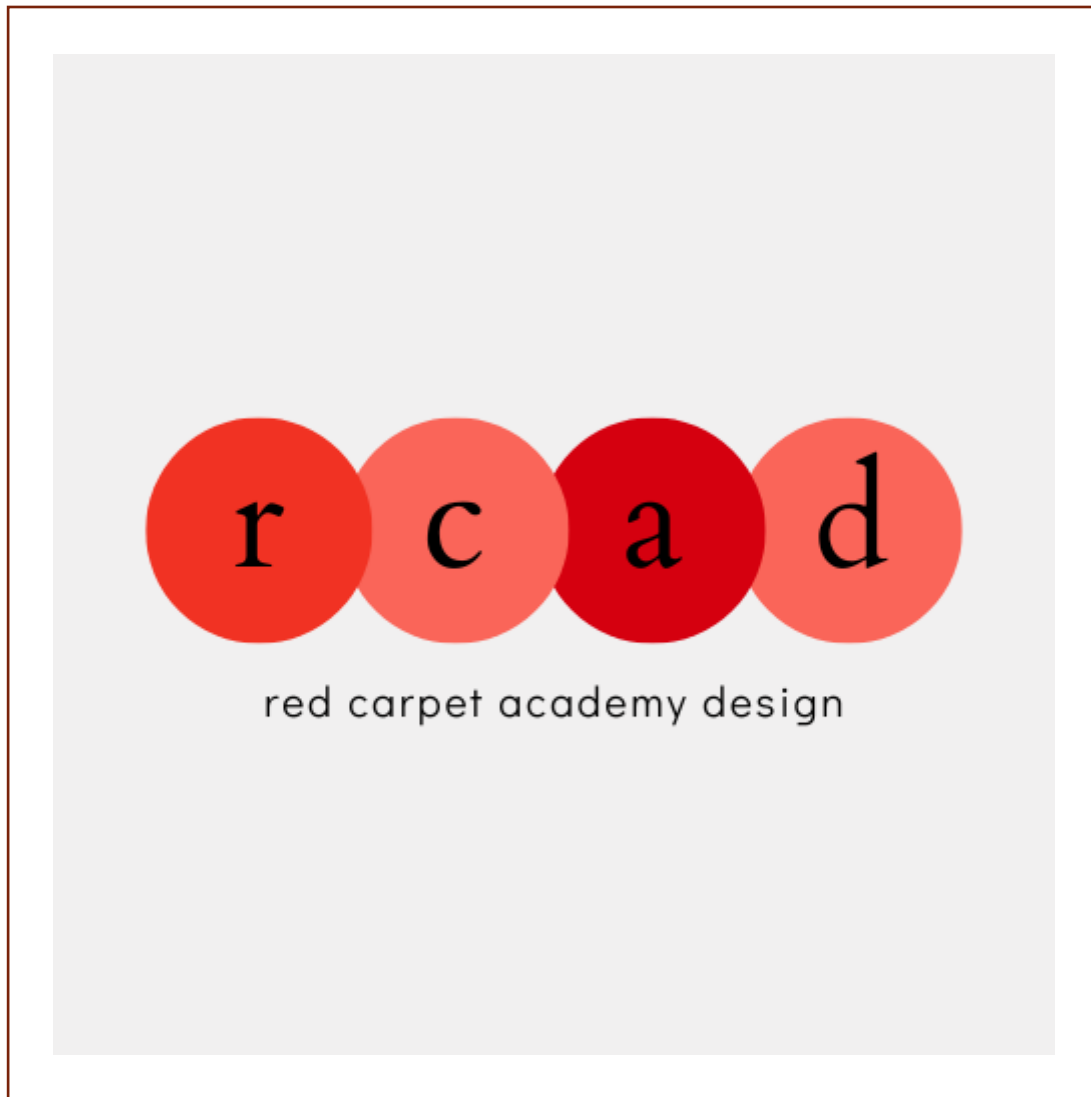


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INTRODUCTION

Client Description

The University of North Georgia (UNG) at Oconee is in Watkinsville, the largest town of Oconee County, Georgia. The campus in the Artland of Georgia gives students a unique experience of a small campus environment with the advantage of building a sense of community as needed for academic success.



The academic coaching office at UNG Oconee aims at developing holistic undergraduate students by providing them with resources to encourage, support, empower and bolster the students' academic success.

In a recent survey of the students and faculty, the office identified key areas contributing to academic success, where student knowledge gaps must be addressed.

The focus areas can be categorized broadly into the following themes, Basics- Getting started, Resource management, Motivation and Wellness.



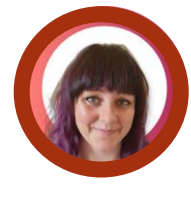
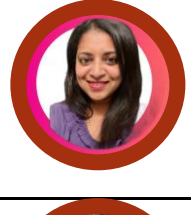
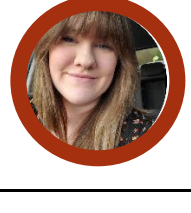
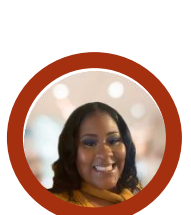


Client Request

In this respect, the academic coaching office at UNG has reached out to Red Carpet Academy Design (RCAD) in designing a course that would address these student knowledge gaps. With the possibility that this course can be made available to all students at UNG Oconee in an asynchronous modality.

The overarching goal is that students participating in this course will be able to identify resources and implement necessary actionable steps related to classroom management, study skills, financial stability and wellness that would facilitate them in creating a personalized plan for their individual work-life balance and bolster their holistic academic success.

RCAD Design Team

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PERFORMANCE ASSESSMENT

Actual Performance	Desired Performance	Primary Cause	% of Total Discrepancy
Incoming freshmen enrollees at the University of North Georgia (UNG) are unfamiliar with how to interpret undergraduate level course syllabi, grading scales, feedback and course materials.	Incoming freshmen can analyse all course syllabi, grading scales and course materials and can assess their course performance to determine if they accomplishing all course goals and objectives and are on track for academic success.	<i>Lack of knowledge and skills:</i> Learners' prior classroom experiences are not reflective of the structures and expectations of post-secondary learning environments.	25%
Incoming freshman enrollees at UNG are unfamiliar with academic calendar deadlines, and the potential impact that dropping or withdrawing from a class has on them both academically and financially.	Incoming freshmen are aware of all drop/add periods and withdrawal deadlines, and can measure the impact that failing to fulfill all credit hour requirements in a given semester has on their academic record, their grant or scholarship qualification, and their student loans/semester fees.	<i>Lack of knowledge and skills:</i> Students have more control over their academic experience at the post-secondary level and can make high-impact decisions that were not offered to them during prior classroom experiences, and therefore are foreign concepts to them.	25%



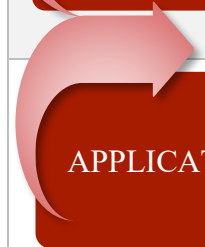



Incoming freshmen enrollees at UNG often struggle with the increased levels of independence and self-motivation required at the college level. This includes proper time management, organizational strategies, healthy stress management, and successful and realistic goal setting strategies.	Incoming freshmen can compare, summarize, and implement various strategies proven to show success regarding time management skills, organization, stress management, and setting goals and demonstrate familiarity with on-campus resources to assist in these areas as well.	<i>Lack of knowledge/not making use of resources:</i> Learners' K-12 experiences with counseling services and mentorship from academic advisors is structured differently than that of a post-secondary level learning institution. There is a lack of timely exposure to available resources (like on-campus counseling, student accessibility services) in their postsecondary environment and options for mentorship from academic advisors.	25%
Incoming freshmen enrollees at UNG struggle with notetaking, studying, test-taking and test-anxiety management.	Incoming freshmen practice effective note-taking strategies, integrate various study strategies (i.e., maintenance versus elaborative rehearsal, and distributed practice) into their study routine, and are effective test-takers.	<p><i>Lack of knowledge and skills:</i> Students have not been exposed to effective strategies in K-12, or do not yet have the skill to apply them to a post-secondary learning environment.</p> <p><i>Not making use of available resources:</i> Students need to discover the advantages of office hours with their instructors, and how to seek out ways to obtain testing accommodations if they qualify.</p>	25%
			100%

PURPOSE STATEMENT

The purpose of this course is to provide incoming freshman enrollees at the University of North Georgia with the knowledge, skills and resources required for college success.







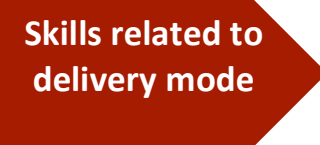
INSTRUCTIONAL GOALS

Blooms Taxonomy	
 <div>KNOWLEDGE</div>	<ol style="list-style-type: none"> 1. Locate resources required for college success. 2. Identify strategies contributing to college success.
 <div>COMPREHENSION</div>	<ol style="list-style-type: none"> 3. Explain actions needed for college success. 4. Distinguish services and resources that enhance an individual student's college success.
 <div>APPLICATION</div>	<ol style="list-style-type: none"> 5. Apply appropriate strategies for college success.
 <div>ANALYSIS</div>	<ol style="list-style-type: none"> 6. Differentiate behaviors that facilitate college success from those that hinder.
 <div>SYNTHESIS</div>	<ol style="list-style-type: none"> 7. Formulate plans for college success. 8. Integrate approaches required for college success.
 <div>EVALUATION</div>	<ol style="list-style-type: none"> 9. Revise academic and personal practices to improve college success. 10. Predict steps needed to achieve college success.

LEARNER AUDIENCE PROFILE

Learner Group	<p>The learners identified will be incoming freshmen students at the University of North Georgia (UNG) – Oconee Campus. For student data, overall UNG student data will be utilized in the learner profile. The course will be piloted at UNG - Oconee with the intent to provide to all campuses after the pilot semester.</p>
Characteristics	<p>The Total number of freshmen is 18,985 (out of 36,310 total students).</p> <ul style="list-style-type: none"> • Gender: 58% Female, 42% Male • Full-Time: 65% • Pell Grant Recipients: 5,515 (29.0%) <p>Race/Ethnicity:</p> <ul style="list-style-type: none"> • American Indian or Alaskan Native: 0.2% • Asian, Native Hawaiian, or Pacific Islander: 3.9% • Black or African American: 4.2% • Hispanic: 15.1% • Multiracial: 3.5% • White: 71.8% • Unknown: 1.3% <p>First-Year Student Retention 2020 Cohort</p> <p>The first-year retention rate at UNG is as follows for the 2020 freshman cohort from fall 2020 to spring 2021.</p> <ul style="list-style-type: none"> • Associate 58.8% • Baccalaureate: 71.3%

 <p>Numbers</p>	<p>The below data describes the admission/enrollment data for incoming first-time freshman at UNG Associate & Certificate: 4,057 (22% of undergraduate population)</p> <ul style="list-style-type: none"> • Number of Applicants: 2,787 • Acceptance Rate: 81% • Percent Admitted Who Enrolled: 48% • Average SAT of First-Time Freshmen: 1086 • Average HS GPA of First-Time Freshmen: 2.99 <p>Baccalaureate: 14,098 (78% of undergraduate population)</p> <ul style="list-style-type: none"> • Number of Applicants: 8,115 • Acceptance Rate: 78% • Percent Admitted Who Enrolled: 46% • Average SAT of First-Time Freshmen: 1133 • Average HS GPA of First-Time Freshmen: 3.50 <p>The pilot group will be 850 incoming first-time freshmen at the UNG Oconee Campus. The pilot is proposed for the Fall 2023 semester.</p>
 <p>Location</p>	<p>The University of North Georgia consists of five campuses- Blue Ridge, Cumming, Dahlonega, Gainesville, and Oconee. The learner population is UNG first-time freshman. The course will be provided first at the Oconee Campus.</p>
 <p>Experience</p>	<p>Most students are traditional first-time freshmen enrolled at UNG directly from high school. There are several first-generation students in this population as well, creating further setbacks for students in navigating higher education.</p>

 <p>Attitude</p>	<p>First-year students often are unfamiliar with the bureaucracy and how to navigate higher education institutions. This can inhibit their academic success. Additionally, first-year students surveyed indicated challenges with utilizing the course syllabus for clarification and had challenges understanding how to calculate course grades. The first-year respondents also shared that they had difficulty accessing feedback in the LMS, but that it was helpful to them in improving future work. Respondents had difficulty understanding both the academic policy and implications for withdrawing from courses. First-time students reported being good at determining how much time is needed for an assignment, but only describes them moderately well in general time management. Respondents feel that they are good note takers and think notetaking does help them learn while in class. They reported that their study strategies are effective and prepare for exams in enough time but feel anxious when taking tests and exams. Respondents indicated that they are confident in writing papers, but only moderately making class presentations and do not like speaking in front of others. Motivation is an issue as 44% report having a difficult time staying motivated and over 50% feel overwhelmed. In general, they are aware of tutoring and counselling services and feel that they will complete their intended. They do not feel concerned about overall wellness and that they do have access to resources.</p>
 <p>Skills related to delivery mode</p>	<p>The incoming first-year student should be able to effectively navigate the course registration system to enroll in the success course and have the skills to access the course via the LMS.</p>

Conclusion:

Based on the learner profile above, the recommended methods of delivery are a hybrid model and an online asynchronous model:

Option 1: Hybrid Model

This option will provide three weekly face-to-face sessions lasting two hours each in addition to three online modules to be completed asynchronously during the corresponding weeks. Learners will have access to the week's module prior to each session via the D2L Brightspace LMS. Class sessions will involve a combination of lecture presentation by the facilitator, in addition to class-participation activities, independent practice activities, and assessments. Once the course is complete, learners will maintain access to the modules in the D2L Brightspace LMS for their reference the entire time they are enrolled at the University of North Georgia.

Option 2: Online Asynchronous Model

This option will provide three online, computer-based training modules for learners to complete asynchronously via the college's D2L Brightspace LMS. Detailed step-by-step instructions will be provided at the beginning of each module. Learners will be required to complete all training in one module before moving to the next. Each module will contain approximately 60 minutes of instructional videos in addition to written instructional materials, slides, handouts, discussions, practice activities, and assessments. The three modules should be completed over a three-week period. Once the course is complete, learners will maintain access to the modules in the D2L Brightspace LMS for their reference the entire time they are enrolled at the University of North Georgia.

CHART INDICATING THE RESOURCES THAT WILL BE REQUIRED TO COMPLETE ALL ADDIE PHASES

Option 1: Hybrid Model

Content Resources	Technology Resources	Instructional Facilities	Human Resources
ANALYSE			
<ul style="list-style-type: none"> Current available student success resources Faculty survey Student survey UNG Stats: https://nces.ed.gov/collegena vigator/?id=482680#retgrad https://ung.edu/institutional-effectiveness/dashboards/historical-enrollment-data.php UNG NSSE: National Survey of Student Engagement (NSSE) 	<ul style="list-style-type: none"> Qualtrics Google Docs Internet Access Zoom D2L Brightspace LMS Camera 	<ul style="list-style-type: none"> Office or Conference rooms with seating to enable discussions. 	<ul style="list-style-type: none"> Subject Matter experts (SME's) RCAD team UNG Academic Coaching staff UNG administration
DESIGN			
<ul style="list-style-type: none"> Design team discussion with SMEs related to course objectives and learning goals. Sample syllabi Existing academic coaching resources Existing public resources 	<ul style="list-style-type: none"> Google Docs Internet Access Zoom D2L Brightspace LMS Camera Word/PowerPoint YouTube 	<ul style="list-style-type: none"> Office or Conference rooms with seating to enable discussions. 	<ul style="list-style-type: none"> Subject Matter experts (SME's) RCAD team UNG Academic Coaching staff

DEVELOP			
<ul style="list-style-type: none"> • Lesson Plans • Learning Activities • Student feedback survey • Examples • Information from SMEs 	<ul style="list-style-type: none"> • Google Docs • Internet Access • Zoom • D2L Brightspace LMS • Camera • Word/PowerPoint • YouTube • Audio/Video editing software 	<ul style="list-style-type: none"> • Office or Conference rooms with seating to enable discussions. 	<ul style="list-style-type: none"> • Subject Matter experts (SME's) • RCAD team • UNG Academic Coaching staff • UNG Technology Specialists
IMPLEMENT			
Make available for pilot - <ul style="list-style-type: none"> • Instructional notes • Videos • Visual aids • PowerPoint slides • Storyline modules 	<ul style="list-style-type: none"> • D2L Brightspace LMS • Internet Access • Word/PowerPoint • Zoom • Laptop/PC/Tablet • Camera 	<ul style="list-style-type: none"> • Classrooms to accommodate up to 32 students • D2L Brightspace LMS course 	<ul style="list-style-type: none"> • Instructors • RCAD team • UNG Academic Coaching staff • UNG Technology Specialists
EVALUATE			
<ul style="list-style-type: none"> • Course assessments • Follow-up Faculty Survey • Follow-up Student Survey • Student feedback • Academic coach feedback 	<ul style="list-style-type: none"> • D2L Brightspace LMS • Internet Access • Word/PowerPoint • Laptop/PC/Tablet 	<ul style="list-style-type: none"> • Classrooms to accommodate up to 32 students • D2L Brightspace LMS course 	<ul style="list-style-type: none"> • RCAD team • UNG Academic Coaching staff • UNG Technology Specialists

Option 2: Online Asynchronous Model

Content Resources	Technology Resources	Instructional Facilities	Human Resources
ANALYSE			
<ul style="list-style-type: none"> Current available student success resources Faculty survey Student survey UNG Stats: https://nces.ed.gov/collegenvigator/?id=482680#retgrad https://ung.edu/institutional-effectiveness/dashboards/historical-enrollment-data.php UNG NSSE: National Survey of Student Engagement (NSSE) 	<ul style="list-style-type: none"> Qualtrics Google Docs Internet Access Zoom D2L Brightspace LMS Camera 	<ul style="list-style-type: none"> Zoom virtual space 	<ul style="list-style-type: none"> Subject Matter experts (SME's) RCAD team UNG Academic Coaching staff UNG administration
DESIGN			
<ul style="list-style-type: none"> Design team discussion with SMEs related to course objectives and learning goals. Sample syllabi Existing academic coaching resources Existing public resources 	<ul style="list-style-type: none"> Google Docs Internet Access Zoom D2L Brightspace LMS Camera Word/PowerPoint YouTube 	<ul style="list-style-type: none"> Zoom virtual space 	<ul style="list-style-type: none"> Subject Matter experts (SME's) RCAD team UNG Academic Coaching staff

DEVELOP			
<ul style="list-style-type: none"> • Lesson Plans • Learning Activities • Student feedback survey • Examples • Information from SMEs 	<ul style="list-style-type: none"> • Google Docs • Internet Access • Zoom • D2L Brightspace LMS • Camera • Word/PowerPoint • YouTube • Audio/Video editing software 	<ul style="list-style-type: none"> • Zoom virtual space 	<ul style="list-style-type: none"> • Subject Matter experts (SME's) • RCAD team • UNG Academic Coaching staff • UNG Technology Specialists
IMPLEMENT			
Make available for pilot - <ul style="list-style-type: none"> • Instructional notes • Videos • Visual aids • PowerPoint slides • Storyline modules 	<ul style="list-style-type: none"> • D2L Brightspace LMS • Internet Access • Word/PowerPoint • Zoom • Laptop/PC/Tablet • Camera 	<ul style="list-style-type: none"> • Zoom virtual space • D2L Brightspace LMS course 	<ul style="list-style-type: none"> • Instructors • RCAD team • UNG Academic Coaching staff • UNG Technology Specialists
EVALUATE			
<ul style="list-style-type: none"> • Course assessments • Follow-up Faculty Survey • Follow-up Student Survey • Student feedback • Academic coach feedback 	<ul style="list-style-type: none"> • D2L Brightspace LMS • Internet Access • Word/PowerPoint • Laptop/PC/Tablet 	<ul style="list-style-type: none"> • Zoom virtual space • D2L Brightspace LMS course 	<ul style="list-style-type: none"> • RCAD team • UNG Academic Coaching staff • UNG Technology Specialists

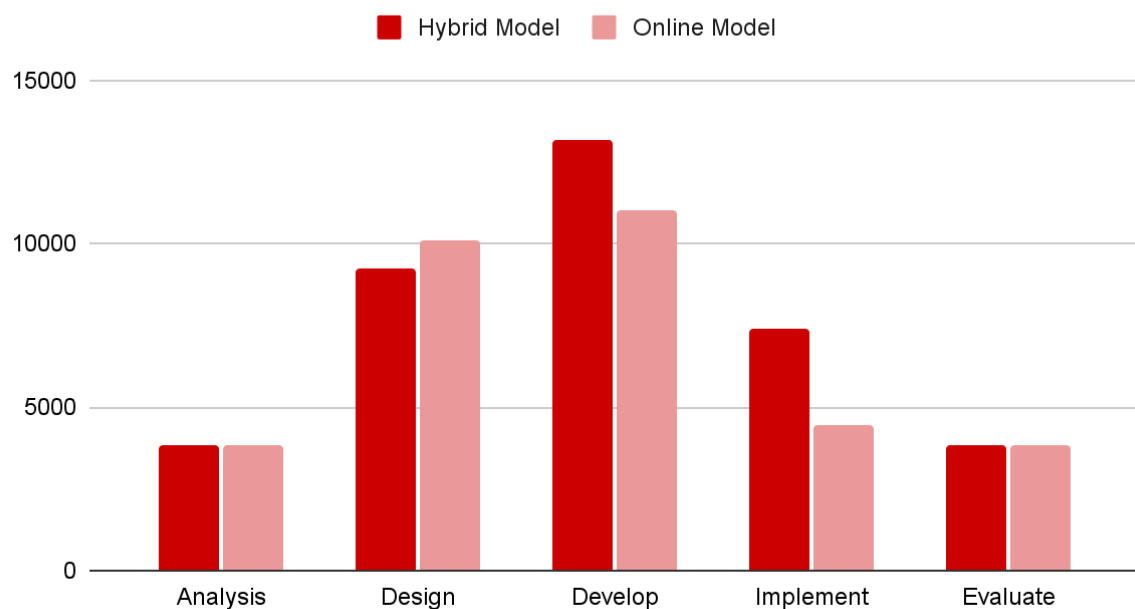
COST ESTIMATES

Summary:

Phase	Option 1: Hybrid Model	Option 2: Online Asynchronous Model
Analyse	\$3850	\$3850
Design	\$9240	\$10120
Develop	\$13200	\$11000
Implement	\$7425	\$4455
Evaluate	\$3850	\$3850
Estimated total	\$34595	\$33275

Options per chart:

Comparison of cost



Breakdown of Estimated Costs

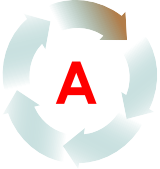


Option 1: Hybrid Model

Phase	Calculation	Total
Analyse	<ul style="list-style-type: none"> Designer costs = \$55 x 35 hours = \$1925 Other costs such as questionnaire design, administration, interpretation and consultations = \$1925 = \$3850 	\$3850
Design	<ul style="list-style-type: none"> Designer Days x \$55/h = 24 x \$55 = \$1320 Video mins in days x \$55 = 6 days x \$55 = 48 hours x \$55 x 3 modules = \$7920 	\$9240
Develop	<ul style="list-style-type: none"> Classroom hours in days x \$55/h = 2 hours = 4 days development time x \$55/h = 32 hours x \$55 x 3 weeks = \$5280 Video mins in days x \$55 = 6 days x \$55 = 48 hours x \$55 x 3 modules = \$7920 	\$13200
Implement	<ul style="list-style-type: none"> Number of facilitators x hours = 9 facilitators x 3 classes x 5 hours (2 teaching + 1 clean up + 2 online facilitation and support) = 135 x \$55 = \$7425 Facilities: Located on campus, no cost Travel and accommodation, no costs 	\$7425
Evaluate	<ul style="list-style-type: none"> Designer costs = \$55 x 35 hours = \$1925 Other costs such as questionnaire design, administration, interpretation and consultations = \$1925 = \$3850 	\$3850

Option 2: Online Asynchronous Model

Phase	Calculation	Total
Analyse	<ul style="list-style-type: none"> Designer costs = \$55 x 35 hours = \$1925 Other costs such as questionnaire design, administration, interpretation and consultations = \$1925 = \$3850 	\$3850
Design	<ul style="list-style-type: none"> Video mins in days x \$55 = 6 days x \$55 = 48 hours x \$55 x 3 modules = \$7920 Designer costs = \$55 x 35 = \$2200 	\$10120
Develop	<ul style="list-style-type: none"> Designer costs x \$55 = 56 hours x \$55 = \$3080 Video mins in days x \$55 = 6 days x \$55 = 48 hours x \$55 x 3 modules = \$7920 	\$11000
Implement	<ul style="list-style-type: none"> Number of facilitators x hours = 9 facilitators x 3 weeks x 3 hours (online discussions, providing feedback, monitoring online discussions etc.) = 81 x \$55 = \$4455 	\$4455
Evaluate	<ul style="list-style-type: none"> Designer costs = \$55 x 35 hours = \$1925 Other costs such as questionnaire design, administration, interpretation and consultations = \$1925 = \$3850 	\$3850

PROJECT MANAGEMENT PLAN

 Analyze	Assess performance	October 13-17th
	Survey learners and staff	October 17-18th
	Determine instructional goals	October 19th
	Analyze learners	October 20th
	Audit available resources	October 21st
	Determine potential delivery systems	October 22nd
	Compose project management plan	October 23rd
 Design	Conduct task inventory	October 26-27th
	List performance objectives	October 28-29th
	Generate testing methods	October 30th
 Develop	Generate instructional strategies	October 31st- November 2nd
	Select and develop supporting media	November 3-4th
	Develop informational guides for the learner	November 7-9th
	Develop informational guides for the instructor	November 10-11th
	Create a formative evaluation summary	November 12th
 Implement	Develop learner plan	November 13th
	Develop facilitator plan	November 14th
	Create train-the-trainer agenda	November 15-17th
 Evaluate	Determine evaluation criteria	November 18th
	Select evaluation tools	November 19-20th
	Conduct evaluation	November 21st

WRITTEN ENDORSEMENT

I, _____, have read through and reviewed the content of the
_____ Analysis Summary.

I proposed the following changes, if any:

OR

I hereby give consent that the RCAD team may proceed without any changes to be made:

_____ (initial here)

Sign: _____

Date: _____