



Walters State Community College
Academic Affairs Division
Initial Mobilization Plan:
mWSCC
Operational Framework
2011

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Roberts, and Dr. David White, with a special acknowledgement to Dr. David White for his initial work on the document content and framework.

Introduction

Background and Rationale

Mobile devices are quickly becoming universal among students. Given the fact most students own some sort of mobile device, it is not surprising a recent Educause study of undergraduates found over 43% of its respondents used hand-held devices to access the Internet in 2010.

Students and faculty members are adopting mobile devices and find they are easy to operate after only a short period of introduction, give reliable performance, require little maintenance, have long battery life, can be used each day with only a short period of recharging, are light and mobile and keep students and faculty members in touch with the world around them for communication, work and study, and leisure activities. Many public and private secondary schools have integrated mobile devices, especially the tablets, into instruction. Many institutions, both secondary and post-secondary, now require students to own or lease mobile devices, especially a tablet, for instruction.

WSCC has a long history of working at the forefront of technology with TBR. Our president worked to create Regents Online Campus Collaborative (ROCC) before ROCC had a name and even before Regents Online Degree Program (RODP) had a name. Several of the first courses developed for RODP were developed by WSCC faculty members. Many WSCC faculty members are presently developers and instructors in RODP. Three of our faculty members are RODP Faculty Mentors. Some of the courses that have the greatest enrollments and numbers of sections in RODP (Anatomy and Physiology I & II, microbiology, and Composition II) are "housed" with WSCC developers. We have worked extensively with TBR in the past and continue to do so.

Recognizing the face of electronic communication, work and study, as well as learning are changing through mobile devices, WSCC acknowledges how mobile devices are transforming the world we live in and re-orienting our students and faculty through the use of mobile devices such as iPads, tablets, and smart phones. Walters State wants to take advantage of these changing technologies and current inter-connectedness among our communities, schools, and stakeholder. Walters State wants to transform the face of WSCC through the use of mobile devices.

Academic Mobilization Vision

Walters State - A community college mobilizing educational delivery to engage students from admission through graduation

Academic Mobilization Mission

Walters State's faculty members and instructional support staff members, through its division of Academic Affairs, will provide for our students access to dynamic educational content designed to engage students within and beyond the classroom in their learning experience to improve student learning outcomes and retention.

Academic Mobilization Integration with the Walters State Strategic Plan 2010-15

Students' access will be enhanced through the division's embracing mobilization. Students, through active participation within classrooms, will understand how mobile devices can be learning tools and become more engaged with the academic content beyond the classrooms to enhance the student's chance for **successful programmatic retention to graduation**. Dynamic engagement with the academic content will also lead to an improved **quality of learning** experience that will be revealed by improved performance on student learning outcomes. Beyond the classroom environment academic mobilization will also be **resourceful** in its decreased dependency on paper and non-mobile equipment. Within its administrative functions the Academic Affairs Division also expects to find ways to increase **efficiencies**.

Student Success Goal 2.1.2

Strategy

1. Walters State will provide curricular and co-curricular opportunities for student involvement both in and out of the academic setting including **mobilization initiatives** support, learning communities, service learning initiatives, cohort classes, campus events, performing arts, intramurals and student organization activities, and provide mentoring opportunities for students to connect with institutional personnel

Quality Goal 3.1.2

Strategy

1. Walters State will provide and monitor effectiveness of high quality educational programs and services that respond to the specific community needs including university parallel, technical and certificate programs, community education, cultural enrichment programs and activities, personal and professional development activities, and services to business and industry by way of utilization of emerging technologies and **mobilization initiatives**.

Existing Organizational Structure

The Academic Affairs Division has been and desires to continue to stay at the forefront of e-Learning. Walters State has among its administration, faculty and staff veterans of RODP initial implementation, Oversight and Curriculum Development Committees and course development, e-Learning, The Merlot Project and field testers for "Apps". The Academic Affairs Division has in place the infrastructure to become mobilized for e-Learning and use of mobile devices. In addition to the CAO's commitment, WSCC has a committed and motivated president; a forward thinking Assistant VP for Academic Affairs and Dean of Distance Education; an insightful veteran Director of On-Line Education; 8 progressive Academic Deans; an Instructional Design Team (IDT) consisting of professional and technical staff specializing in faculty e-Learn technical training; e-Learn Mentors for pedagogical training in each academic division. Online courses are in place, and Walters State currently web-enhances more than 70% of our courses. Walters State was singled out in 2010 as one of the 10 most tech savvy institutions among colleges of our size in the nation.

Additionally, in Academic Affairs, WSCC has an Instructional Design Team (IDT) consisting of the Director of On-Line Education, technically capable professional staff with close ties to the faculty, a librarian, and faculty members. Housed within the Distance Education Division, the IDT team meets regularly to troubleshoot emerging problems with learning technology among the faculty, coordinate the arrival of new teaching technologies such as new software and new versions to eLearn, and lead in training faculty members in learning technologies, especially eLearn, and integrating new technology into ongoing instruction and outcomes. Each IDT member also has additional duties appropriate to his or her role on his or her individual campuses. Also in place are a large number of eLearn mentors, faculty members chosen across the disciplines and campuses, to take prime responsibility for assessing faculty member's needs for training and new technology and hand off faculty training to appropriate persons on the IDT team, as needed. These eLearn mentors were chosen for their willingness to take on new technologies and interact with faculty in their assigned areas of disciplines and campuses. eLearn mentors have been chosen by their deans and work closely with IDT and faculty.

Academic Affairs Committee

The Academic Affairs Committee has the responsibility for all matters pertaining to the Library, curriculum, and academic standards of the college. This committee serves as the overseer of mobilization efforts and Dr. Robbie Melton and her TBR eLearning group. Ex Officio Members will be determined as needed after the committee is up and running.

App Requisition and Procurement Process Developed Summer 2011

The process as currently defined for Academic Affairs after the Initial meeting of the Institution Mobilization Task Force will be centralized to the Library with apps being requested by a faculty member to the dean and the dean to the Assistant Dean for the Library who will then purchase the app and send it via the app gifting process to the faculty member's account. Initial dollars to purchase apps are coming from the Faculty Development Account with additional dollars to be contributed by divisions on an as needed basis. Academic units beyond academic teaching divisions will utilize a procurement procedure within the appropriate unit with apps being approved through the division leader prior to purchase and receipts being tracked to the iTunes account.

Phase One: Instructional Design Team

The WSCC IDT in spring 2011 was first provided a variety of mobile devices to begin to familiarize themselves with the operation of tablets with an eye to training faculty members, especially eLearn mentors, and being able to answer basic questions of connectivity, operation, integration, synchronizing, and maintenance of mobile devices. Tasks for review and training will be divided among IDT team members. The IDT will also begin to work on plans to train selected eLearn mentors in the use of mobile devices in instruction. Academic Affairs has and will continue to seek help in this area from TBR learning's expertise. During this same timeframe, the IDT will explore specification possibilities (wifi, vga connectors, document cameras, etc.) so that they can make recommendations on same to deans and eLearn mentors. In addition, IDT in cooperation with a representative from IET will develop a process for cataloguing, inventory, and distribution of mobile devices.

In the late spring to early summer 2011, the IDT team will work with academic deans to help identify interested eLearn mentors for the mobilization plan inside their division. These mentors will be eLearn mobilized mentors. Probably, not all eLearn mentors will want to make extensive use of mobile devices: some teach mainly online (a situation in which mobile devices outside of eLearn will probably not make a large impact); others may not be in a position to give more time and effort outside their current work.

Together IDT and academic deans will identify selected eLearn mentors to take prime responsibility for training for mobile devices in divisions and departments.

Phase Two: Academic Deans, Training the Mentors, and Division Mobilization Plans

In summer 2011, IDT will begin offering "train the trainer" sessions division-by-division to the academic deans and their selected eLearn mentors. In this training, academic deans and select eLearn mentors (mobilized mentors) will receive training focusing on connectivity, operation, maintenance, interaction, synchronizing, app requisition and procurement system, peripherals, selection of discipline-appropriate apps for instruction, and writing a department/division mobilization plan.

Mobilization Plans

Collaboratively, each campus or academic dean and his/her selected eLearn mentors will develop a plan or plans for providing mobile devices and apps to their own departments and division to First Wave faculty (those receiving mobile devices immediately after the mobilized mentors). These individual, department and division mobilization plans can include, but not be limited to, the names of mentors who will train department and division faculty; mentors' use of IDT personnel, if needed, in training sessions; particular mobile devices they will train for; particular apps they will use; a timetable for training faculty in the department/division; expected instructional outcomes including, but not limited to, student engagement, retention through the course, and SLO's addressed by the use of mobile devices and apps.

Working in concert with the academic deans, IDT team members may be involved in the department and division mobilization plans. Initial pilot plans for the summer 2011 and the following academic year (2011-12) if necessary will be submitted through the Office of Academic Affairs until the Mobilization Sub Committee Structure is formed in the fall 2011. Subsequently academic deans and mobilized mentors will present their completed written plans to the Mobilization Sub-Committee that will review and recommend the plan and forward to the Academic Affairs Committee for approval. See Attachment A Template for Academic Divisional Mobilization Plans.

The Vice-President for Academic Affairs along with the Director of On-Line Education and Assistant Dean for Distance Education will examine plans for their use of mobile devices to address instruction and instructional outcomes including, but not limited to, student engagement and SLO's. Although it is the intention of the Academic Affairs Mobilization Plan and Initial Framework to place mobile devices throughout instruction in the academic areas, it is understood that not every instructor will embrace mobile devices to the same extent as the most avid users of mobile devices. The Vice-President for Academic Affairs will make available first to those departments/division which have approved plans which will make the most impact on instruction in their departments/divisions. Individual, department or

division plans will be shared among all the deans so they can take what seems best from all the plans and adopt/adapt those portions of the plans that may work for them.

During the summer 2011, deans and eLearn mentors will carry out their plans for training their First Wave of the faculty. Mobile Devices will be allocated to deans during the summer to distribute to their First Wave faculty at or near the time of the summer training.

Phase Three: Roll Out to First Wave Faculty in Fall, 2011

During inaugural week Fall 2011, Dr. Robbie Melton will be invited to campus to kick off the First Wave of the Academic Mobilization Plan. She will be invited to speak to Academic Affairs faculty and staff during inaugural week. Additionally inaugural week training will have specified times allotted for training in the use of mobile devices.

Phase Four: Roll Out to Second Wave Faculty in Spring, 2012

Although the plan continues into fall 2011 in written form, above, the Mobilization Sub-Committee will monitor implementation of division/department plans and will modify the plan on the basis of feedback and data, as warranted. It will be the charge of the Mobilization Sub-Committee to extend the plan into 2012 and beyond.

History (No more than a page)

1. Technology used in division
2. Courses using technology
3. Hybrid/Online Course Development
4. Technology Training for faculty
5. Divisional Technology Decisions for faculty buy-in Overview of Divisional Plan
(2 paragraph maximum)
 1. Divisional Technological Mobilization Committee
 - a. Align faculty with discipline needs and faculty who are willing to share
 - b. Guide divisional vision and timeline
 2. iPad/tools Training (Short-term divisional training plan)
 3. Phase I: Committee Members Pilots
 4. Phase II: Course Pilots/Adoptions
 5. Assessment
 - a. Embedded
 - b. QEP survey (student engagement)
 - c. Faculty

6. Assistance requested from IDT, if needed

Phase I of Divisional Plan: Committee Members Pilots (1-2 pages) 1. Divisional Technology

Mobilization Committee

- a. Projects using iPad with apps
- b. Projects using technology tools
2. Timeline
3. Projects designed to address areas of SLO deficiencies
4. Projects utilizing unique technology
5. Assessment Plan for Phase I

Phase II of Divisional Plan (at most 1 page)

1. Interested Faculty
2. Timeline
 - a. Course/Tutoring Pilots
 - b. Debriefing of pilot findings/training
 - c. Department Adoptions (optional)
3. Projects designed to address areas of SLO deficiencies
4. Projects utilizing unique technology
5. Assessment Plan for Phase II

Assessment Plan (1 to 2 paragraphs)

1. Quantitative Analysis (Embedded assessment-final exam, clickers, quizzes, etc)
2. Qualitative (minute papers, QEP survey, etc)
3. Faculty Assessments (evaluate success of plan and needed adjustments)

Division Goals (Vision) (1 to 2 paragraphs)

1. Adaptations to Technology Training Procedures
2. Integration with Educational Technology Specialists
3. Classroom Sets
4. iClickers
5. Skype/Camtasia/Podcasting
6. LOR integration
7. etc