

Department of Distance Learning

Presentation to Board of Governors, January 2015



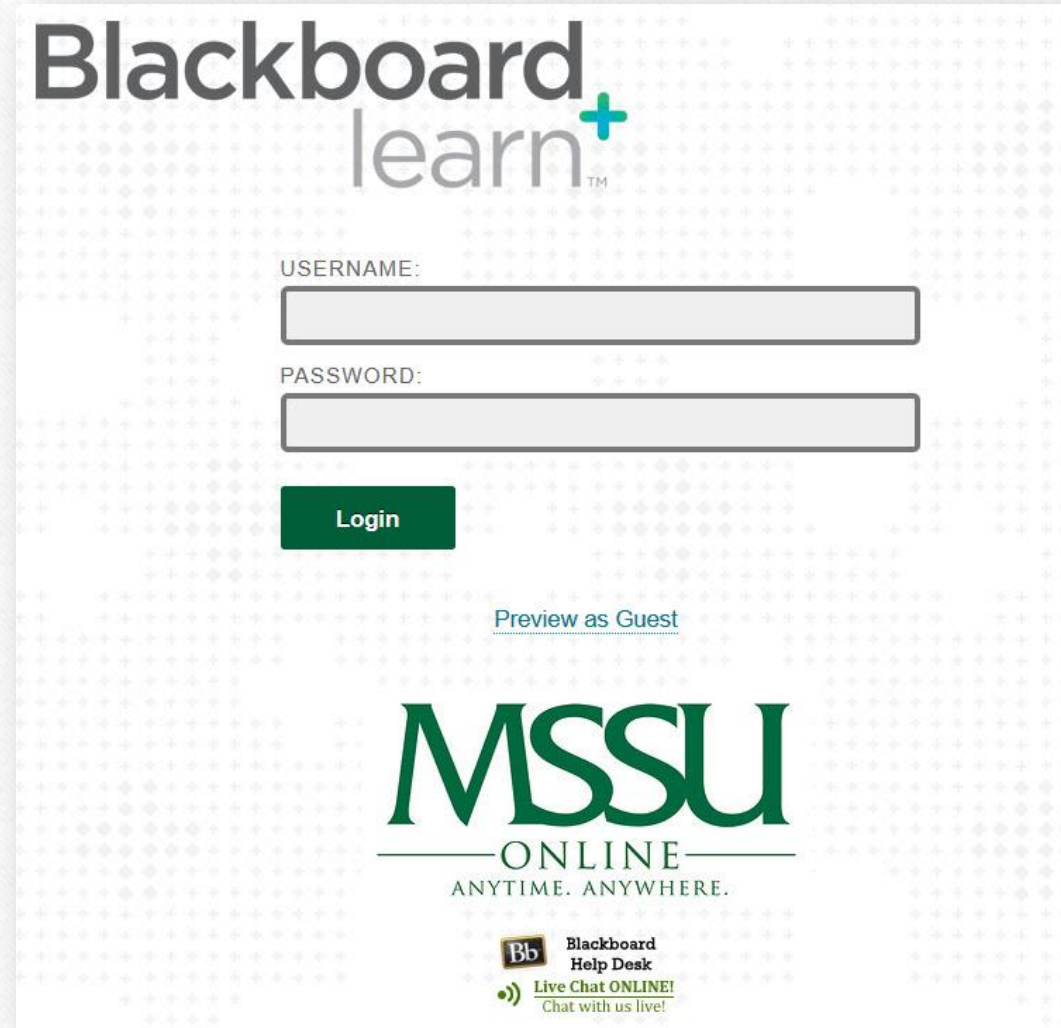
Scott Snell, Director

- Bachelor's of Education, MSSU 1999
- Master's of Science in Education and Instructional Technology, University of Missouri, 2003
- 8th grade special educator, 2000-2008
- CompTIA A+, Network +, MCP, 2003
- Certified Blackboard Administrator, 2009



Blackboard Learning Management System (LMS)

- Online Classes - 385
- Hybrid Classes - 69
- Traditional Class Enhancement -891



The image shows a Blackboard Learn+ login interface. At the top, the 'Blackboard learn+' logo is displayed in a large, dark font. Below the logo, there are two input fields: one for 'USERNAME:' and one for 'PASSWORD:'. A green 'Login' button is positioned below the password field. To the right of the login fields, there is a link that says 'Preview as Guest'. At the bottom of the page, the 'MSSU ONLINE' logo is prominently featured, with the tagline 'ANYTIME. ANYWHERE.' underneath it. In the bottom right corner, there is a small icon for the Blackboard Help Desk and a link for 'Live Chat ONLINE! Chat with us live!'.

Blackboard
learn⁺



USERNAME:

PASSWORD:

Login

[Preview as Guest](#)

MSSU
— ONLINE —
ANYTIME. ANYWHERE.

 Blackboard
Help Desk
 Live Chat ONLINE!
Chat with us live!

MSSU — ONLINE — ANYTIME. ANYWHERE.

MSSU - My institution Courses

Announcements

201510_UE_0100_The University Experience_50_INET

- Announcements
- Course Home
- Meet Your Instructor
- Student Resources
- Discussions
- My Grades
- Course Calendar
- Week 1
- Week 2 ✓
- Week 3 ✓
- Week 4 ✓
- Week 5 ✓
- Week 6 ✓
- Week 7 ✓
- Week 8 ✓
- Week 9 ✓
- Week 10 ✓
- Week 11 ✓
- Week 12 ✓
- Week 13 ✓
- Week 14 ✓

Dedicated to student success.

Announcements

New Announcements appear directly below the repositionable bar. Reorder by dragging announcements to new positions. Move priority announcements above the repositionable bar to pin them to the top of the list and prevent new announcements from superseding them. The order shown here is the order presented to students. Students do not see the bar and cannot reorder announcements.

Create Announcement

New announcements appear below this line

About grading

Posted on: Thursday, January 15, 2015 12:00:00 AM CST

Hello students,

Your first three activities have been graded. Please note in the future that I will only post grades after the due date of the assignment. If you have any questions or concerns prior to that, make sure to contact me via email or the "Ask Your Instructor" discussion board (preferable), and I'll get right back to you.

Sincerely,

Scott

Posted by: Scott Snell
Posted to: 201510_UE_0100_The University Experience_50_INET

Items due today

Posted on: Wednesday, January 14, 2015 12:00:00 AM CST

Posted by: Scott Snell
Posted to: 201510_UE_0100_The University Experience_50_INET

Information and Documents

MSSU — ONLINE — ANYTIME. ANYWHERE.

Scott Snell 3

MSSU - My institution

Courses


Course Home

Edit Mode is: ON

Success: UE 100 Course Guide Spring 2015 Edited

Course Home

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

 **Internet Courses at Missouri Southern State University**


Internet Courses at Missouri Southern are not self-paced correspondence courses. At least one of the following activities requiring student participation will be present every week of instruction:


- posting to a threaded discussion in accordance with instructor expectations,
- submission of an assignment,
- submission of a test or quiz,
- sending content related e-mails to the instructor, or
- participation in an interactive tutorial or computer assisted instructional activity.

It is the Internet student's responsibility to participate in all required course activities as scheduled by the instructor.


Students in Internet classes at Missouri Southern can expect:

- regular and substantive interaction with their instructors,
- instructor replies to email correspondence within 48 hours, and
- grades to be posted to the My Grades area within seven days of the due date of the assignment.

 **UE 100 Course Syllabus Spring 2015**

 **UE 100 Course Guide Spring 2015**

Availability: Item is not available.

 **Your College Experience**

201510_UE_0100_The University Experience_50_INET

Announcements

Course Home

Meet Your Instructor

Student Resources

Discussions

My Grades

Course Calendar

Week 1

Week 2 ✓

Week 3 ✓

Week 4 ✓

Week 5 ✓

Week 6 ✓

Week 7 ✓

Week 8 ✓

Week 9 ✓

Week 10 ✓

Week 11 ✓

Week 12 ✓

Week 13 ✓

Week 14 ✓

Student Resources

MSSU — ONLINE — ANYTIME. ANYWHERE.

Scott Snell 3

MSSU - My institution

Courses

Student Resources

Edit Mode is: ON

201510_UE_0100_The University Experience_50_INET

Announcements

Course Home

Meet Your Instructor

Student Resources

Discussions

My Grades

Course Calendar

Week 1

Week 2 ✓

Week 3 ✓

Week 4 ✓

Week 5 ✓

Week 6 ✓

Week 7 ✓

Week 8 ✓

Week 9 ✓

Week 10 ✓

Week 11 ✓

Week 12 ✓

Week 13 ✓

Week 14 ✓

Student Resources


Build Content ▾

Assessments ▾

Tools ▾

Partner Content ▾


↑↓



Americans With Disabilities Act (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

If you believe you have a disability requiring an accommodation, please contact the Office of Student Disability Services:


- PHONE: 417.625.9516
- EMAIL: musser-l@mssu.edu
- WEB: <http://www.mssu.edu/disability-services>



Smarthinking Login
Enabled: Statistics Tracking
MSSU is pleased to provide you with access to online tutoring provided by SMARTHINKING. With SMARTHINKING, you have access to one-on-one tutoring up to 24 hours a day from ANY internet connection - at NO cost to you.

SMARTHINKING provides real people to work with you in a wide range of subjects including

- writing,
- math (basic math through calculus II),
- accounting, statistics, finance, economics,
- biology, intro to human anatomy & physiology, physics, chemistry, and
- Spanish.



RefWorks - bibliographic management software
Enabled: Statistics Tracking
RefWorks -- an online research management, writing and collaboration tool -- is designed to help researchers easily gather, manage, store and share all types of information, as well as generate citations and bibliographies.

Submit Assignments

Student Preview mode is ON

SettingsExit Preview

Week 1 > Upload Assignment: Submit a Document

201510_UE_0100_The University Experience_50_INET

Announcements

Course Home

Meet Your Instructor

Student Resources

Discussions

My Grades

Course Calendar

Week 1

Upload Assignment: Submit a Document

CancelSave DraftSubmit

ASSIGNMENT INFORMATION

Due Date

Friday, January 16, 2015

11:59 PM

Points Possible

5

When you are asked to submit written work or other items for this class, you will need to know how to use the "Assignment Tool"

For this practice assignment, I would like you to create and save a document then submit it to me. The document doesn't need to have any text and the name you save it with is not important either. I would just like to make sure that all of you are able to save and submit documents using this tool.

If you have Microsoft Word on your computer, simply saving and naming the document as normal will work. If you are using a different word processor for your assignments you will need to save your documents with the ".rtf" or *rich text format* extension. You will be able to choose this format by dropping down the "Save as file type" menu bar once you have opened your "Save As" dialogue box.

If you need help accomplishing this, please call **Blackboard help** at (417)625-9885 and someone will walk you through the process.

Click the link above to submit a document.

How to Submit an Assignment in Blackboard Learn

Blackboard Learn Student

Participate in Discussions

Student Preview mode is ON

SettingsExit Preview

Discussion Board > Forum: Ask Your Instructor

201510_UE_0100_The University Experience_50_INET

Announcements

Course Home

Meet Your Instructor

Student Resources

Discussions

My Grades

Course Calendar

Week 1

List ViewTree View

Forum: Ask Your Instructor

Organize Forum Threads on this page and apply settings to several or all threads. Threads are listed in a tabular format. The Threads can be sorted by clicking the column title or the caret at the top of each column. [More Help](#)

Create ThreadSubscribeSearchDisplay

Thread ActionsCollect

	Date	Thread	Author	Status	Unread Posts	Total Posts
	1/15/15 7:52 PM	Quiz	Brandy	Published	0	1
	1/15/15 1:44 AM	Week 1 grading	Janice	Published	0	2
	1/14/15 11:06 PM	profile	Brian	Published	0	2
	1/13/15 7:36 PM	Assignment	Brandy	Published	0	1
	1/13/15 5:19 PM	Blackboard	Dorothy	Published	0	2
	1/13/15 3:52 PM	Blackboard Profile	Shane	Published	0	2
	1/13/15 12:22 PM	Blackboard Profile	Stacey	Published	0	3
	1/12/15 3:38 PM	Completing Assignments for Week 1	Kimberly	Published	0	2
	1/12/15 12:15 PM	Submitting a document	Leslie	Published	0	4
	1/11/15 1:14 AM	Blackboard Profile completion	Janice	Published	0	2

Check Grades

Student Preview mode is ON

SettingsExit Preview

My Grades

201510_UE_0100_The University Experience_50_INET

Announcements

Course Home

Meet Your Instructor

Student Resources

Discussions

My Grades

Course Calendar

Week 1

My Grades

AllGradedUpcomingSubmitted

Order by: Course Order

ITEM	LAST ACTIVITY	GRADE
Total View Description Grading Criteria		-
Using Bb E-mail DUE: JAN 14, 2015 View Description	UPCOMING	- /5
Blackboard Profile DUE: JAN 14, 2015 Assignment View Description View Rubric	UPCOMING	- /10
"Coffee Shop" Introduction DUE: JAN 14, 2015 View Description	UPCOMING	- /10
Submit a Document DUE: JAN 16, 2015 Assignment View Description	UPCOMING	- /5
Week 1 Quiz DUE: JAN 18, 2015 Test View Description	UPCOMING	- /19
College Student Inventory Survey DUE: JAN 22, 2015 View Description	UPCOMING	- /100
College Student Inventory Reflection DUE: JAN 23, 2015 Test View Description	UPCOMING	- /40
Advisor Card DUE: JAN 25, 2015 Assignment View Description	UPCOMING	- /25

Receive Instructor Feedback

Viewing 1 of 1 gradable items

Scott Snell (Attempt 1 of 1)

Exit

Assignment Instructions

Comment

ab Comment

Draw

Highlight

Text

Strikeout

Highlight tool: [Color Selection]

4 of 7

Powered by crocodoc

Here you go Scott and Russ:

<http://wcet.wiche.edu/advance/financial-aid-and-distance-education>

Tammy Hall ♥

Interim Executive Director/Director of Academic Services
Louisiana Community & Technical College System Online (LCTCOnline)
256 South Foster Drive
Baton Rouge, Louisiana 70806
(225)308-4402 Office
(225) 454-0773 Cell
(225) 922-2865 Fax
<http://online.lctcs.edu>

I wonder if they're referring to the Federal Regulations related to the Higher Education Opportunity Act (see Federal Register, Vol. 74, No. 206, October 27, 2009), p. 55426, in which distance education and correspondence education are defined and contrasted, in part, by the amount of student-teacher interaction. I see Amanda has already posted those definitions.

Scott Snell: POINT Comment

Scott Snell: AREA Comment

Scott Snell: TEXT Comment

Assignment Details

GRADE
LAST GRADED ATTEMPT

/25

ATTEMPT (LATE)
1/4/15 12:16 PM

25/25

FEEDBACK TO LEARNER

For the toolbar, press ALT+F10 (PC) or ALT+FN+F10 (Mac).

Well done. I've added relevant comments to your document.

ABC

A

Add Notes

Cancel

Save Draft

Submit

SUBMISSION

WCET ListServ Feedback.docx

COMMENTS

Scott Snell

1/4/15 12:16 PM

I've submitted the assignment, but I'm not certain if I followed correct file-naming procedures.

Internet Classes

- All work via Internet
- Students never come to campus
- Some assessments proctored



Hybrid Classes

- Bulk of work completed online
- Class meets periodically
- Opportunity for “flipped class”
 - Lectures/quizzes/readings done online before class
 - Class time used for learning activities/discussions/concept reinforcement



Traditional Classes

- Documents/handouts online
- Assessments online
- Homework management/gradebook
- Video taped lectures for review
- Audio lectures for review
- Opportunity for the “flipped” classroom



Total Online Programs



32



17



28



4



22



1



66



27

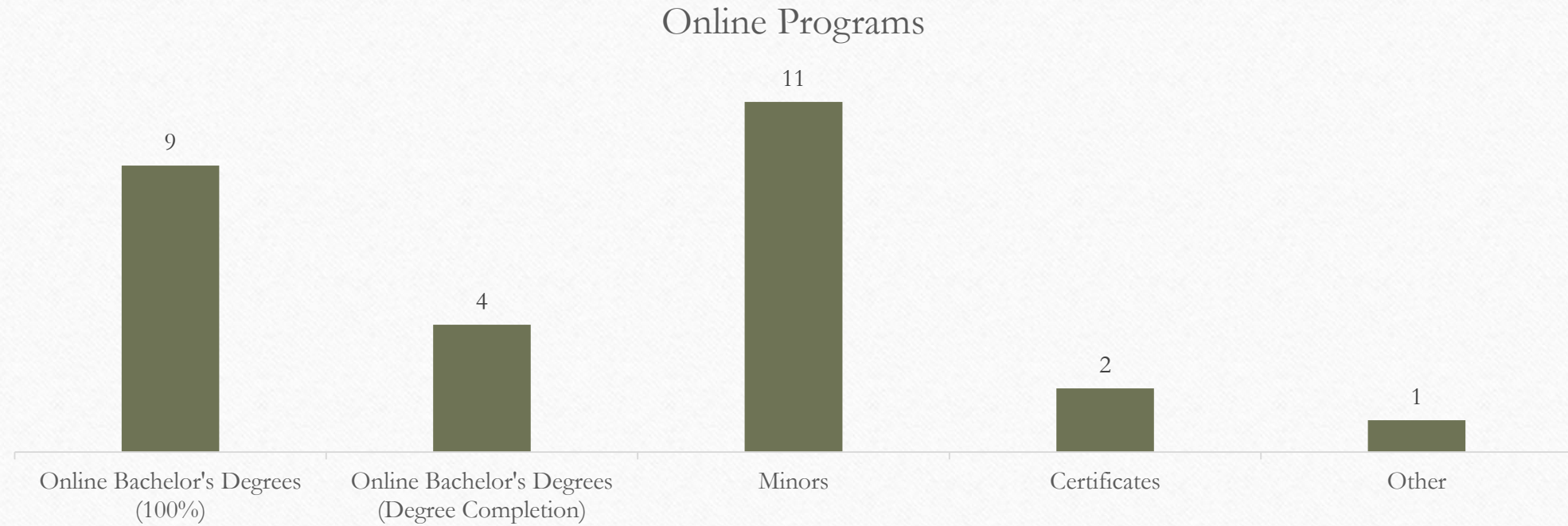


7



35

Online Programs at MSSU



Bachelor's Degrees Available Online

- Bachelor of Science in Business Administration w/an emphasis in:
 - Accounting
 - Finance and Economics-Economics concentration
 - Finance and Economics-Finance concentration
 - General Business
 - Human Resource Management
 - International Business
 - Management
- Bachelor of Science in Criminal Justice Administration w/an emphasis in:
 - Criminal Justice
 - Juvenile Justice

Degree Completion Programs Available Online

- Bachelor of Applied Science (transfer degree for students with an Associate of Science or Associate of Applied Science)
- Bachelor of Science in Environmental Health (degree completion)
- Bachelor of General Studies (degree completion or interdisciplinary)
- Bachelor of Science in Health Science/Transfer-Allied Health (for transfer students only)

Minors Available Online

- Accounting-BSBA candidates
- Accounting-non-BSA candidates
- American Studies
- Biology
- Corrections
- Criminal Justice Administration
- Entrepreneurship
- General Business
- Juvenile Justice
- Paralegal Studies
- Sociology

Certificates Available Online

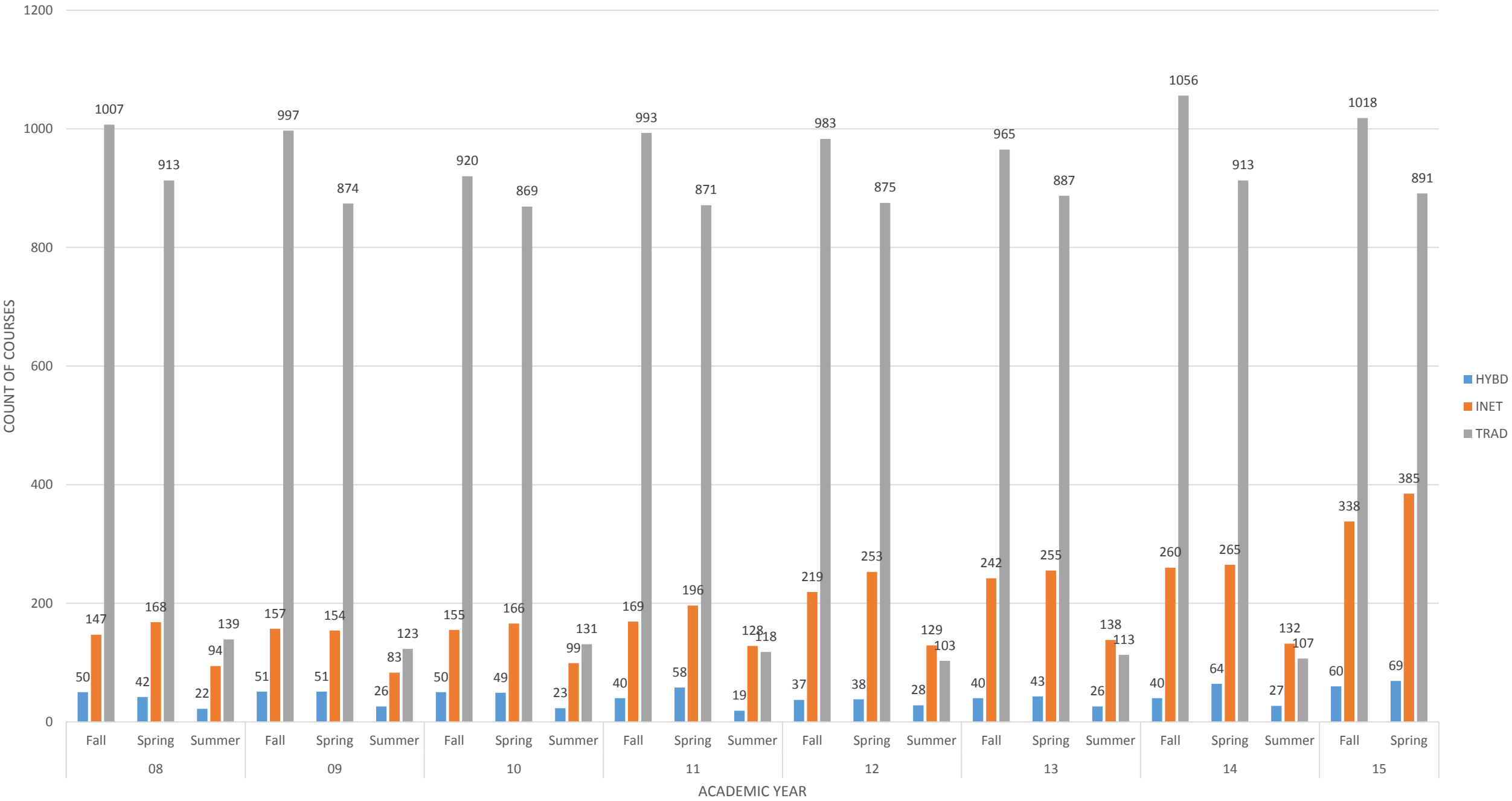
- Entrepreneurship Certificate
- Paralegal Certificate



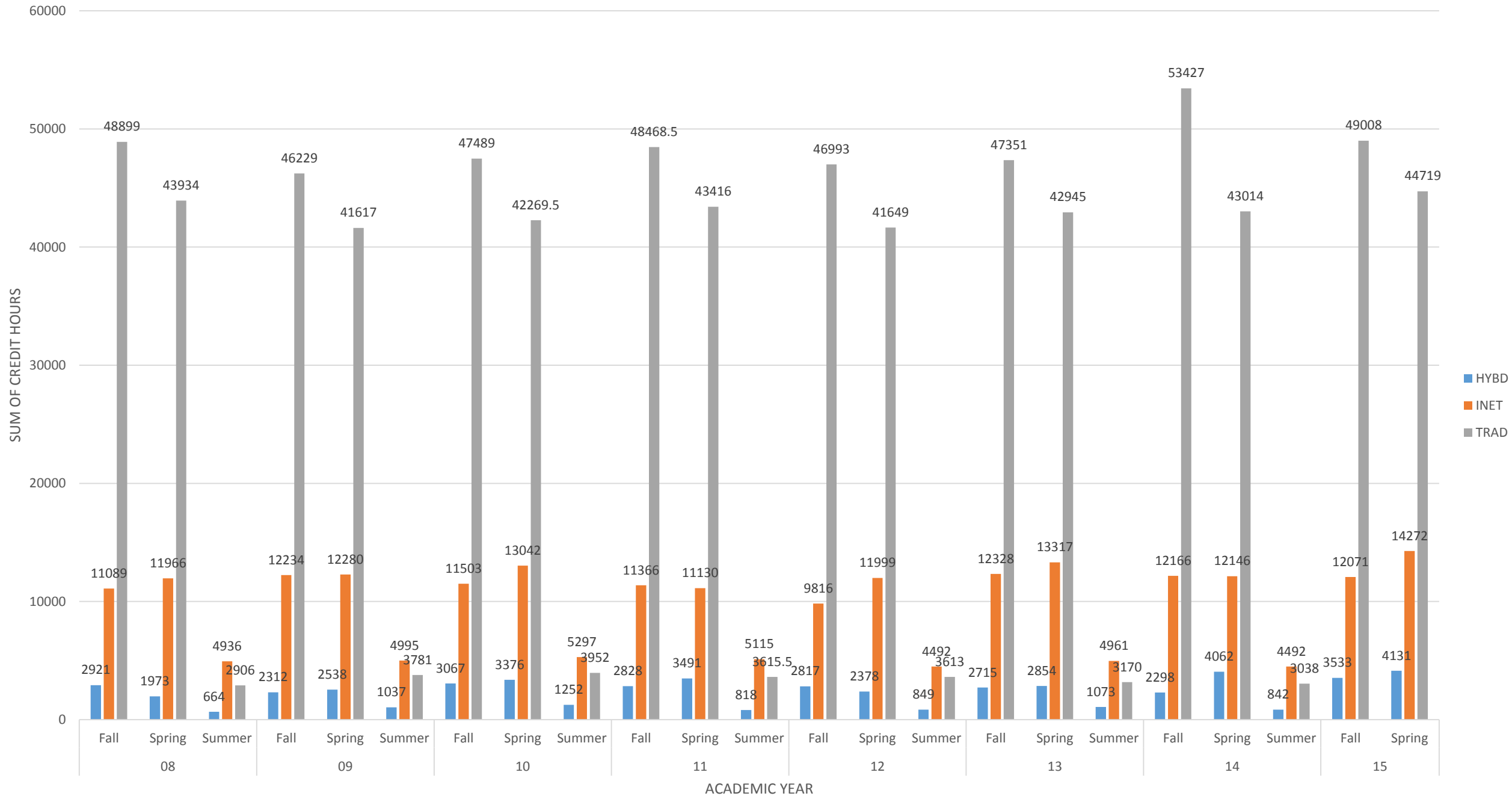
And finally...

-
- Associate of Law Enforcement-Option A (without Law Enforcement Academy)

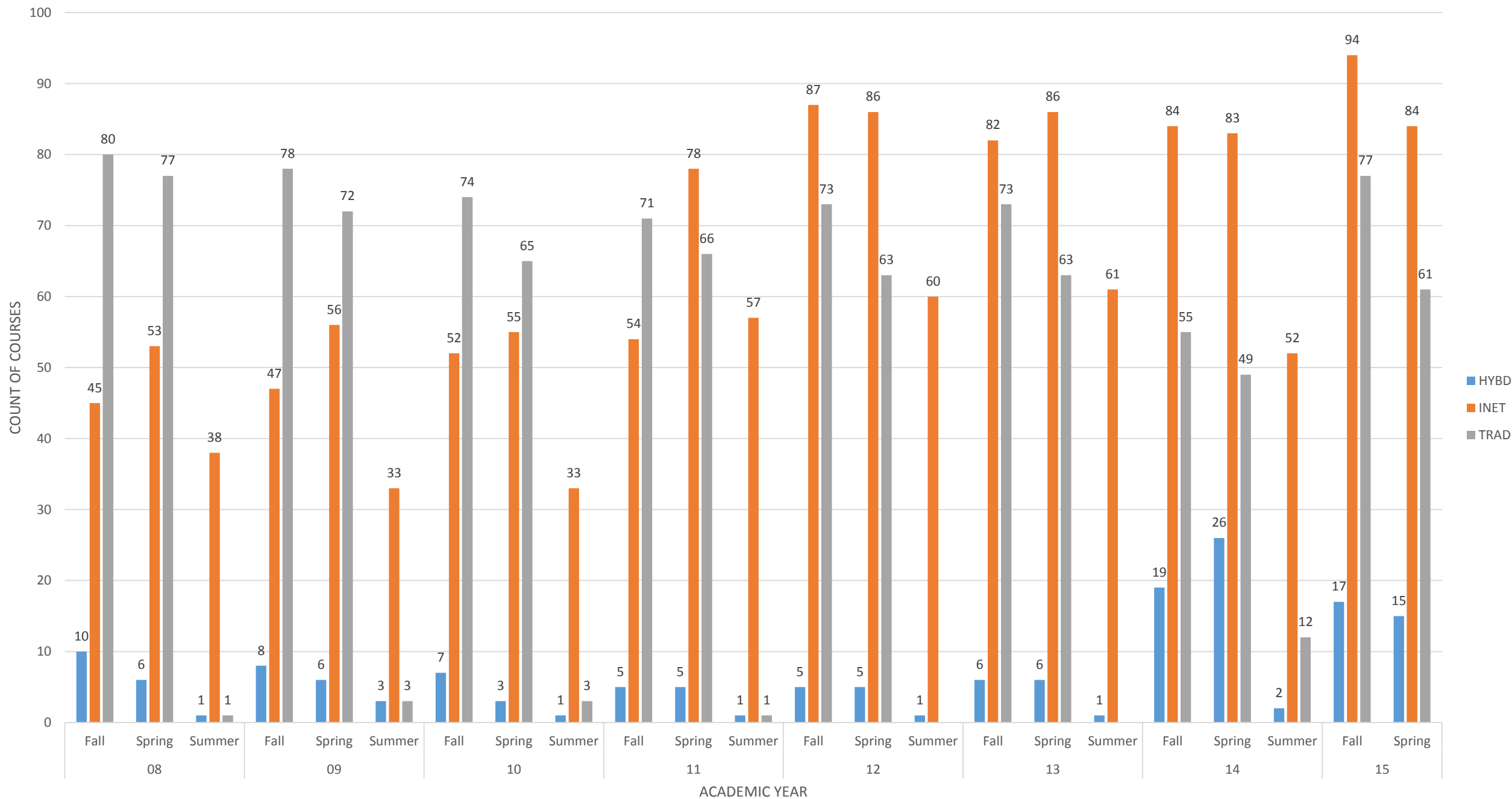
TOTAL COURSES PER SEMESTER



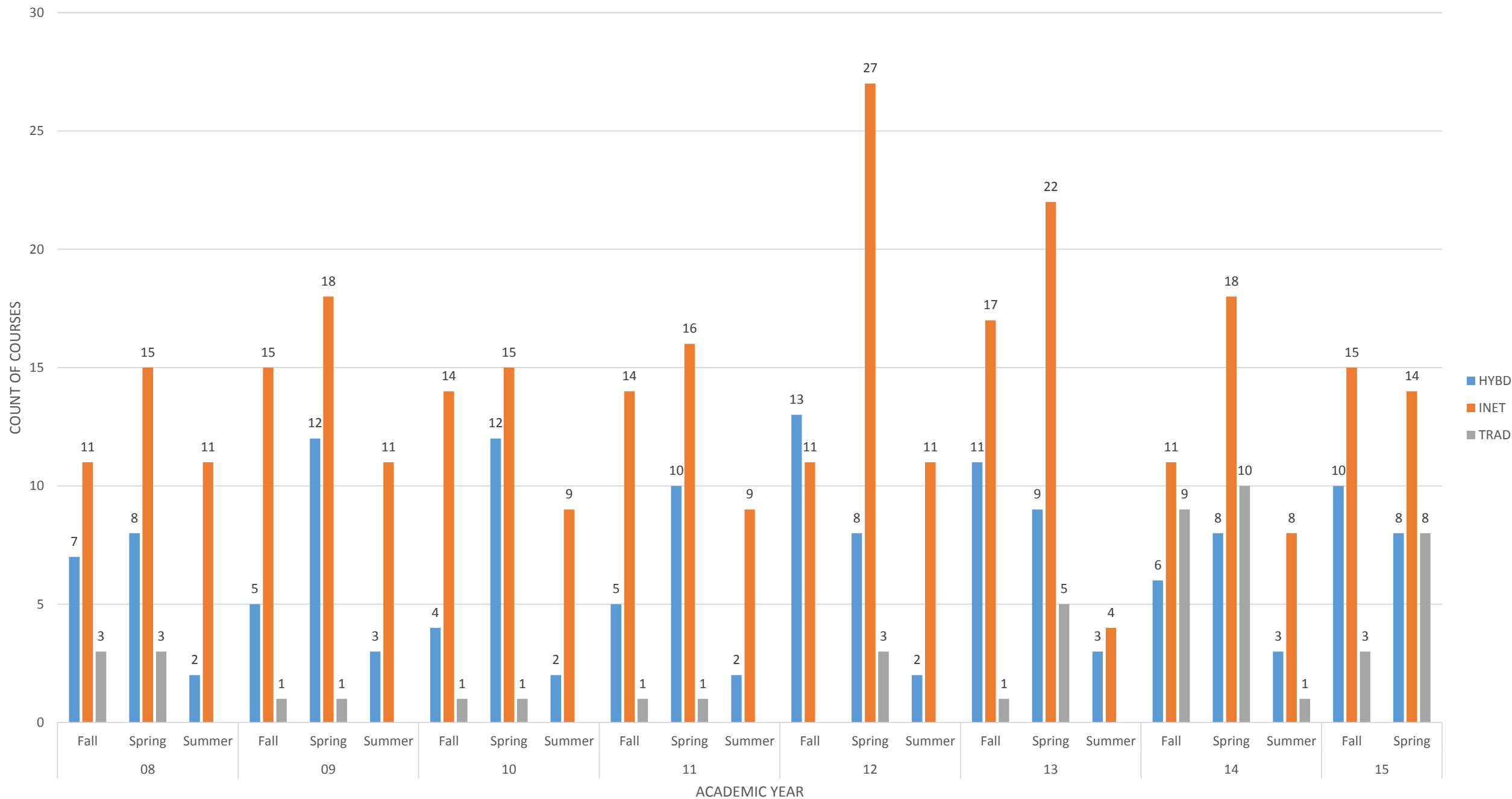
TOTAL CREDIT HOURS PER SEMESTER



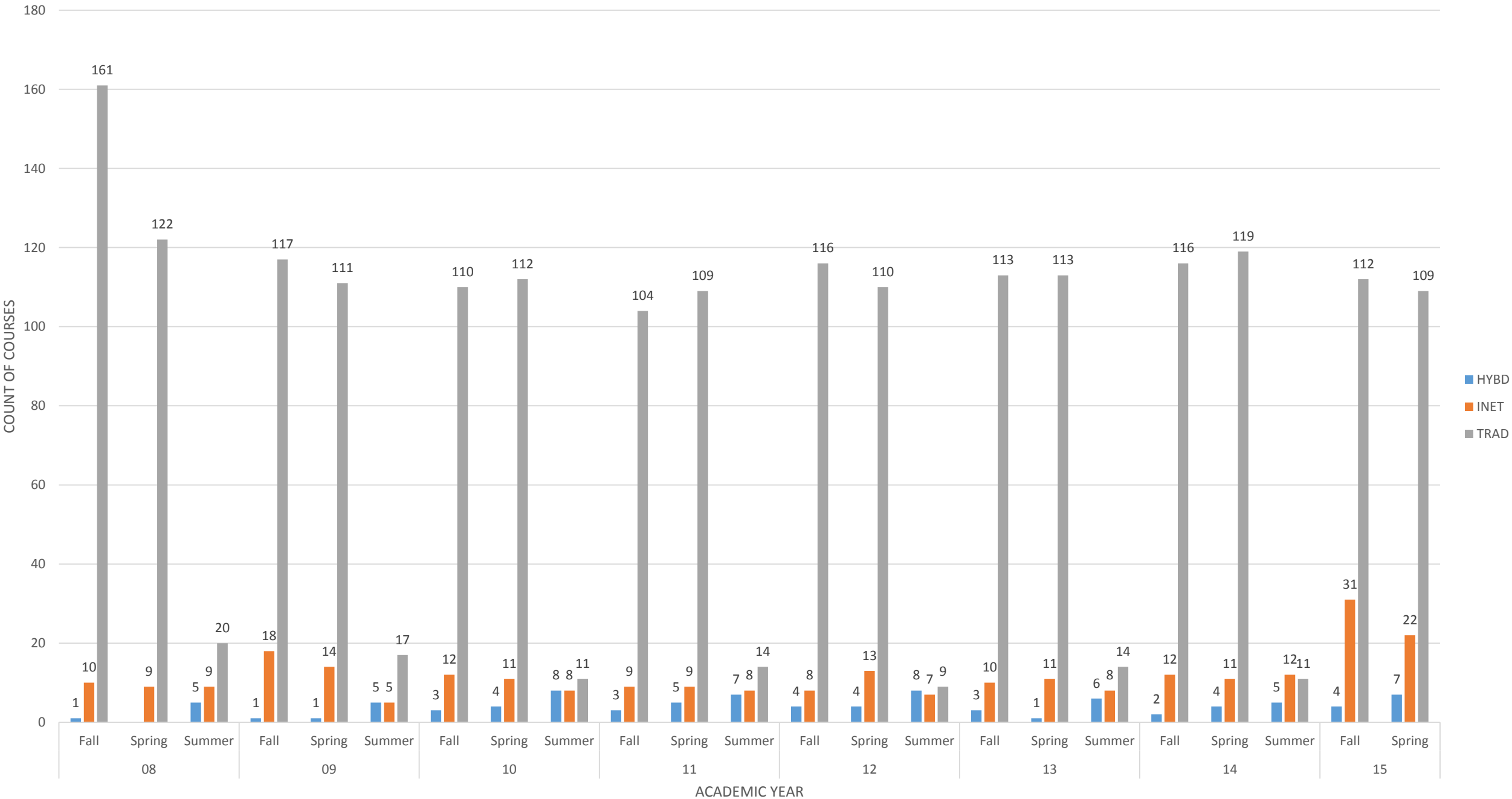
SCHOOL OF BUSINESS



CRIMINAL JUSTICE

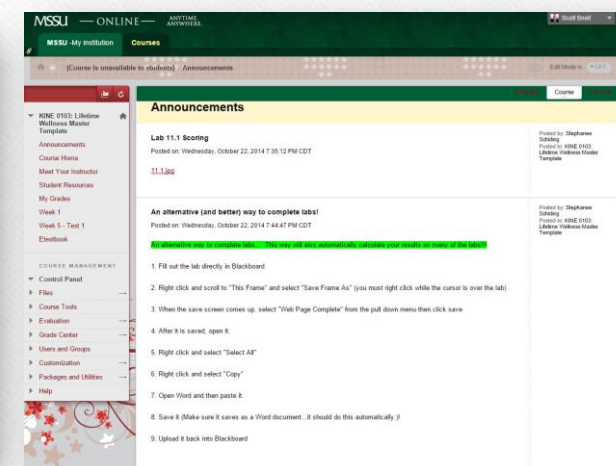
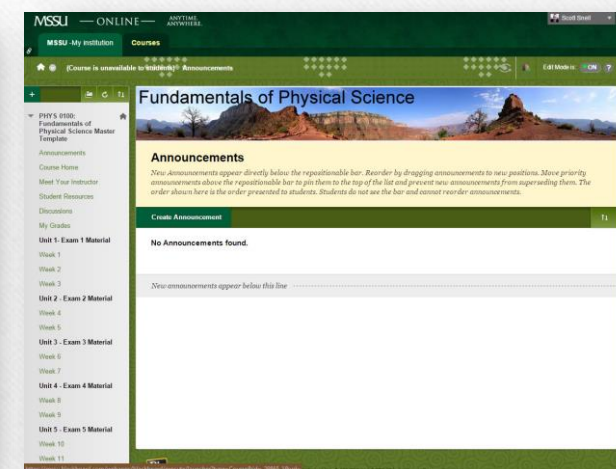
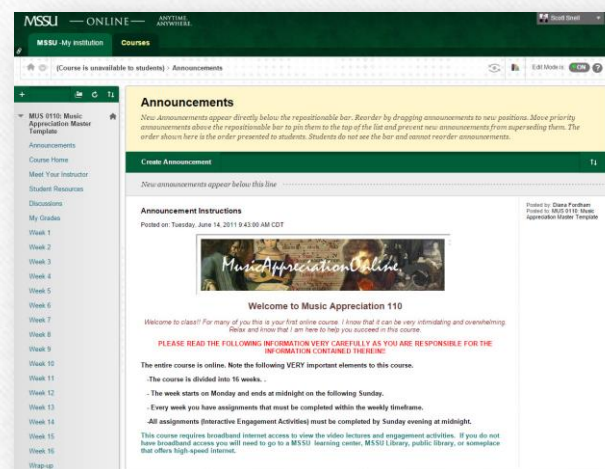


TEACHER EDUCATION/PSYCHOLOGY

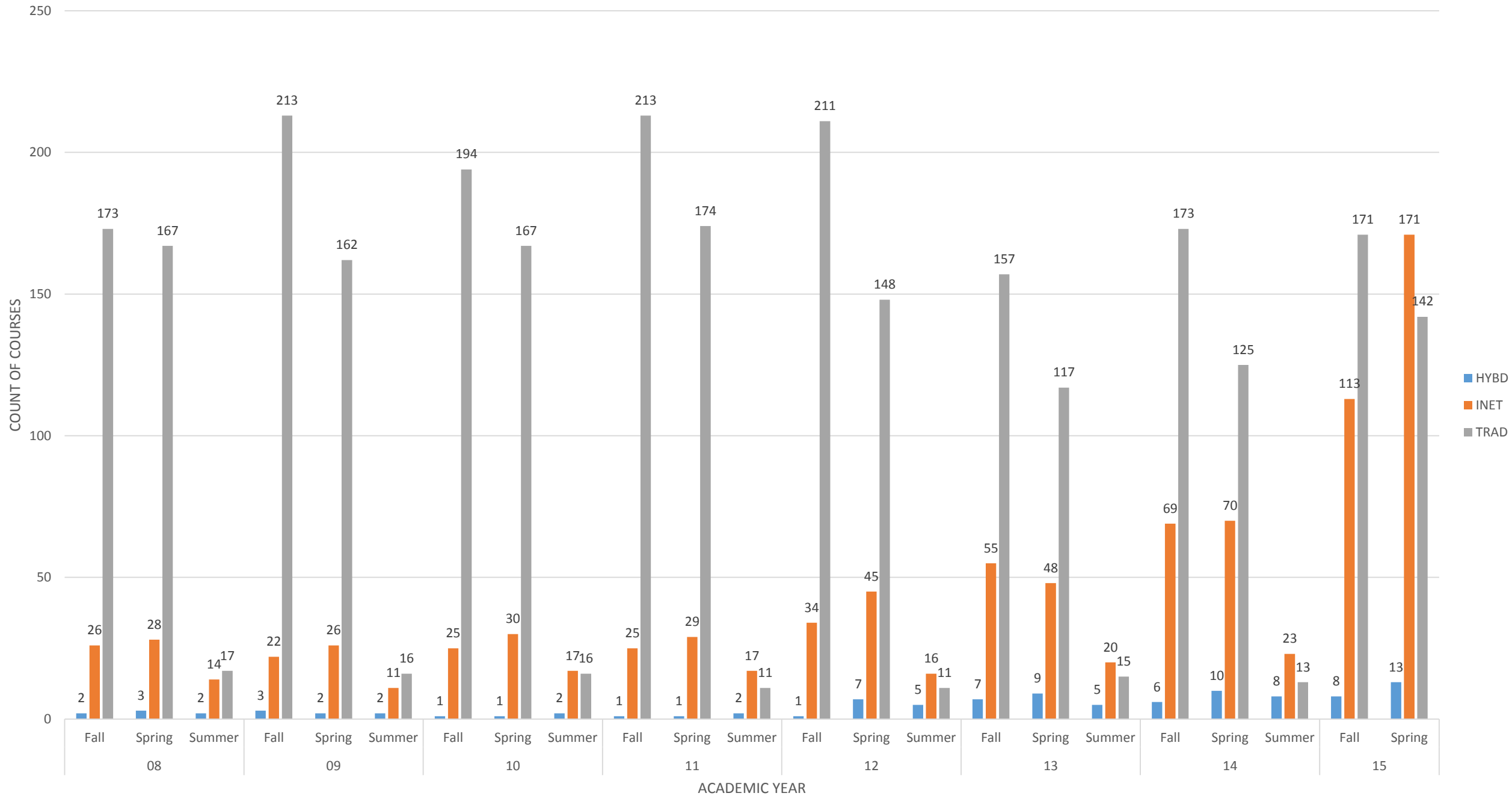


Online General Education Courses

- All Sections Taught from Master Template
- Initial Development Stipend
- Three-year Renewal Stipend
- Tracked Enrollment
- New Sections Opened as Needed
- Reduced Closed Classes for Online Students

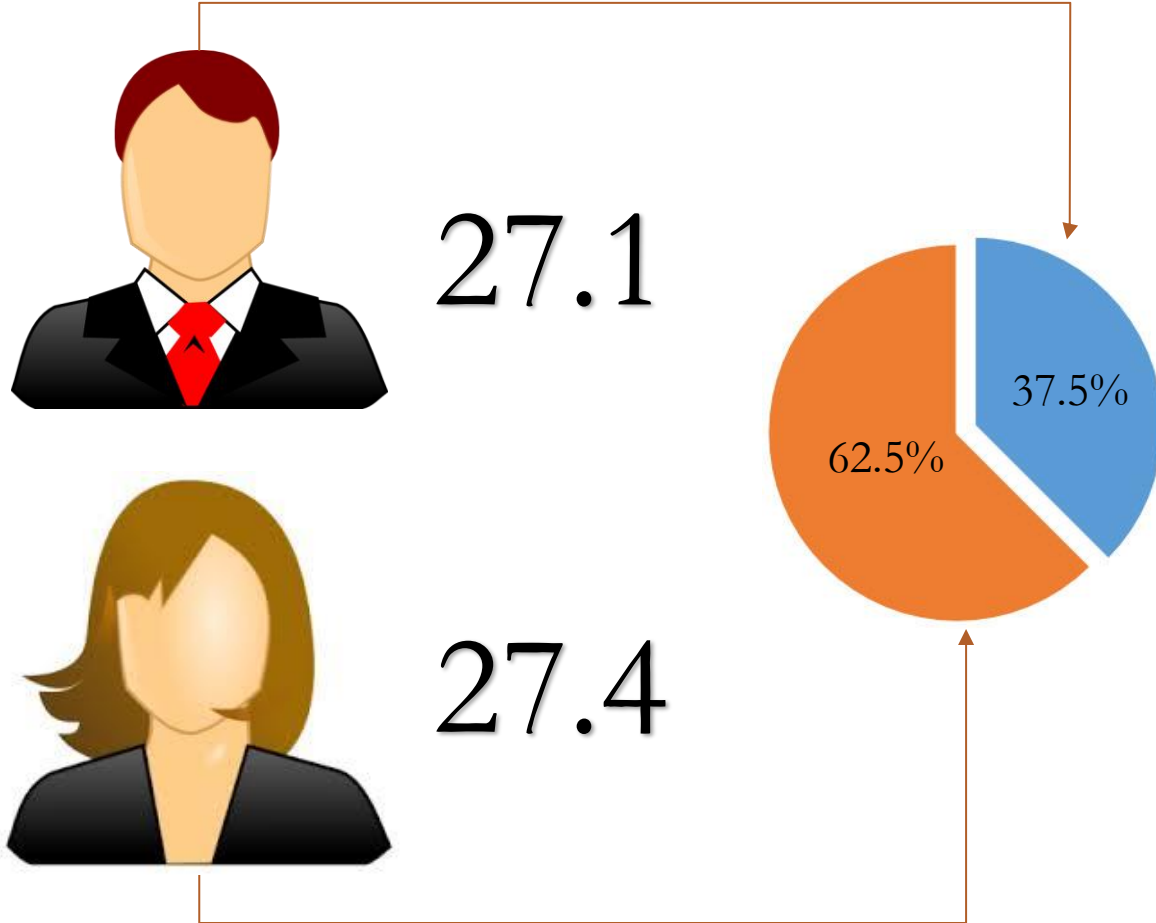


GENERAL EDUCATION

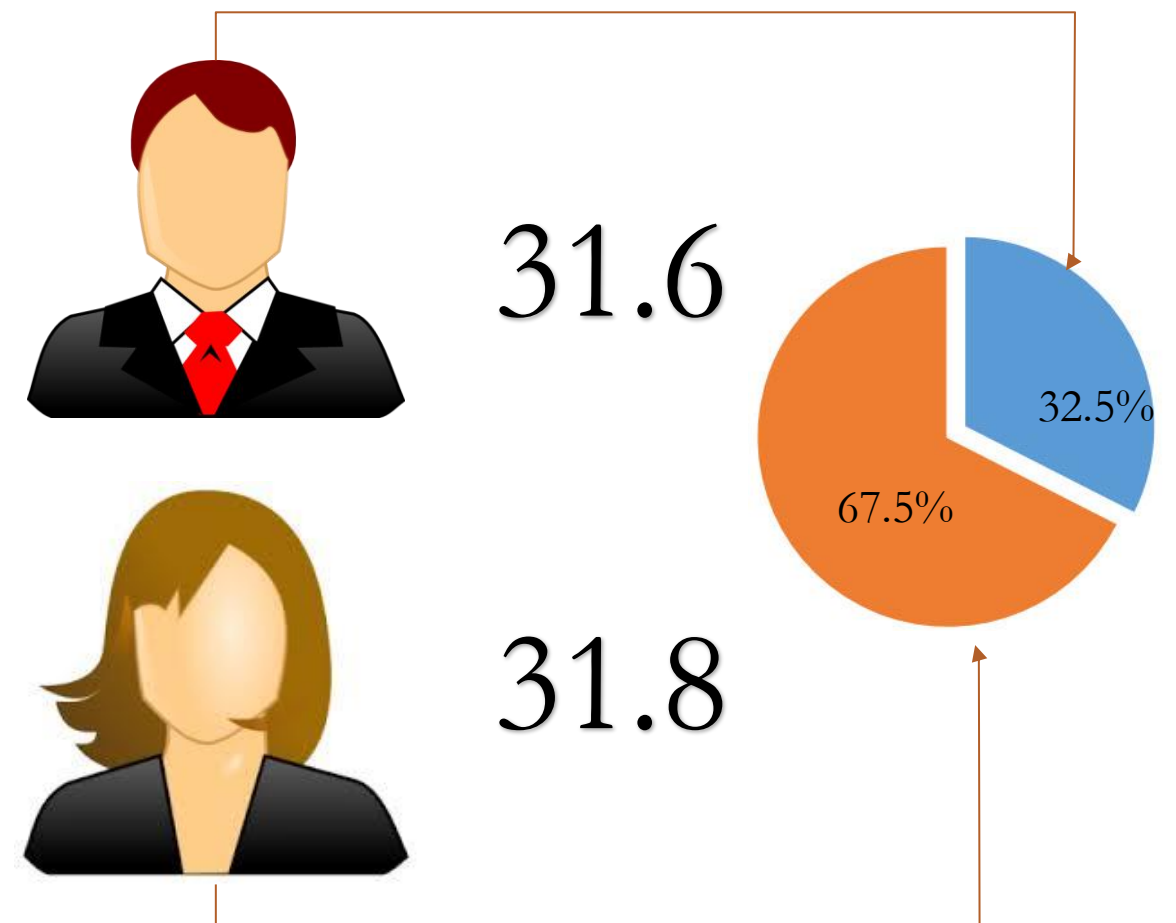


Student Demographics

One or More Online Classes



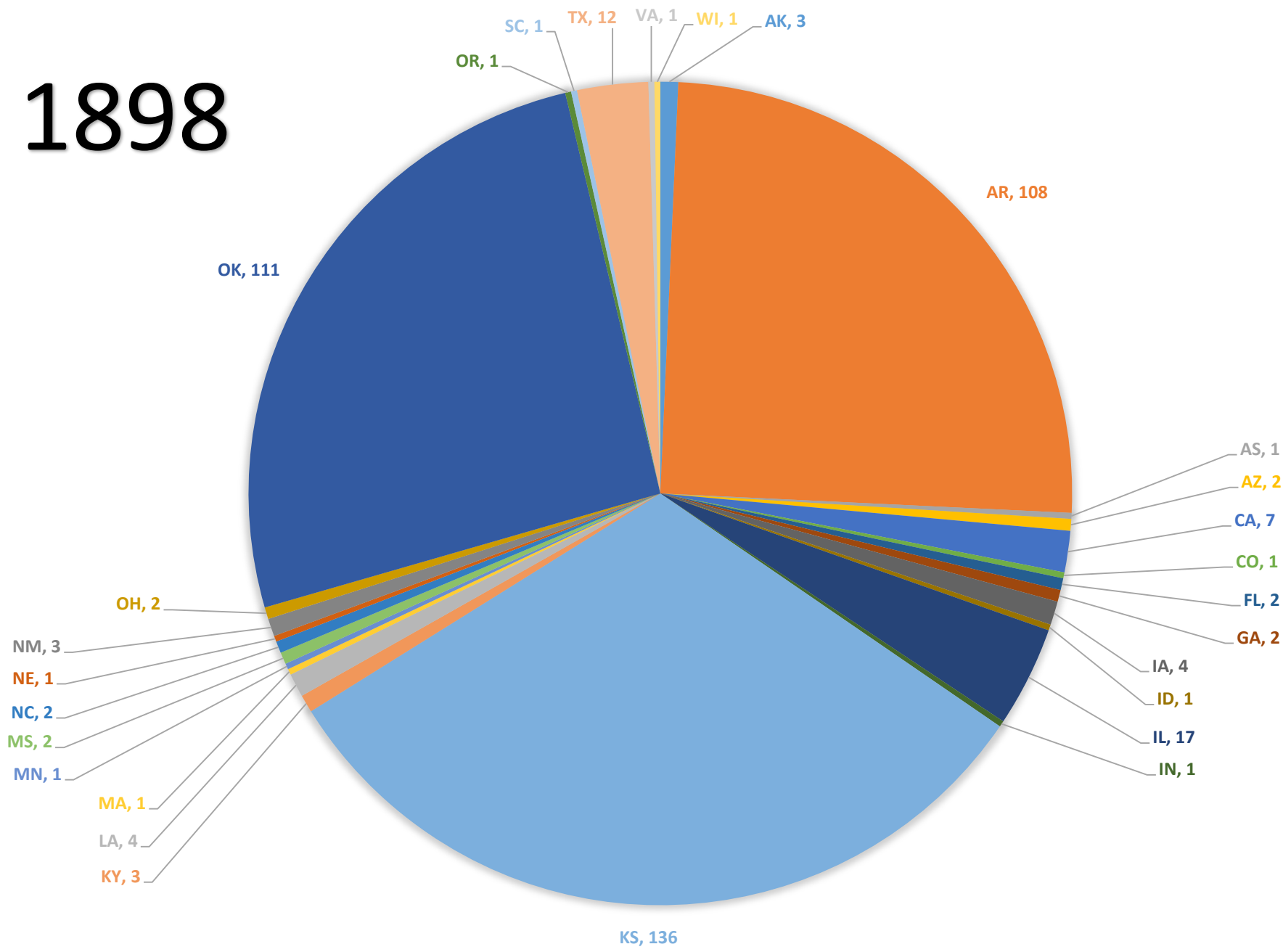
Only Online Classes



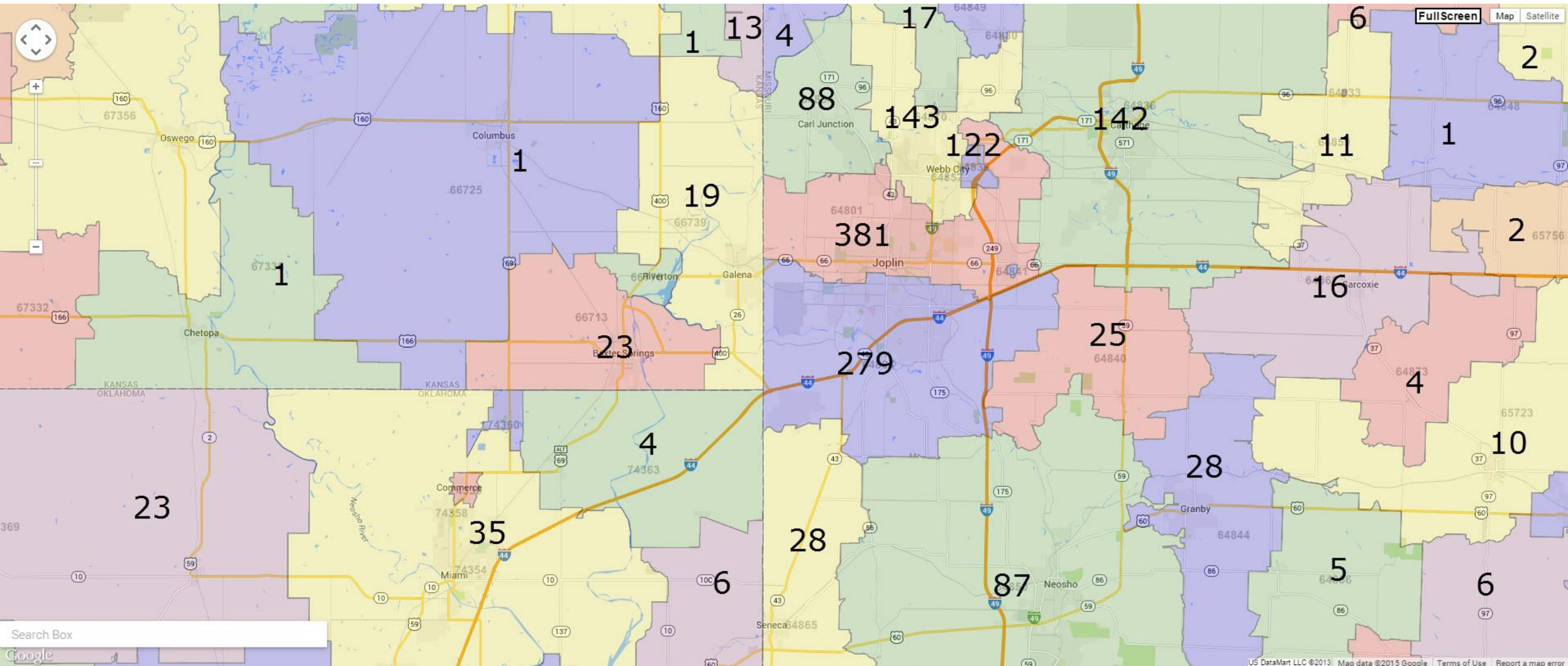
OUT OF STATE STUDENTS IN ONE OR MORE INTERNET CLASSES



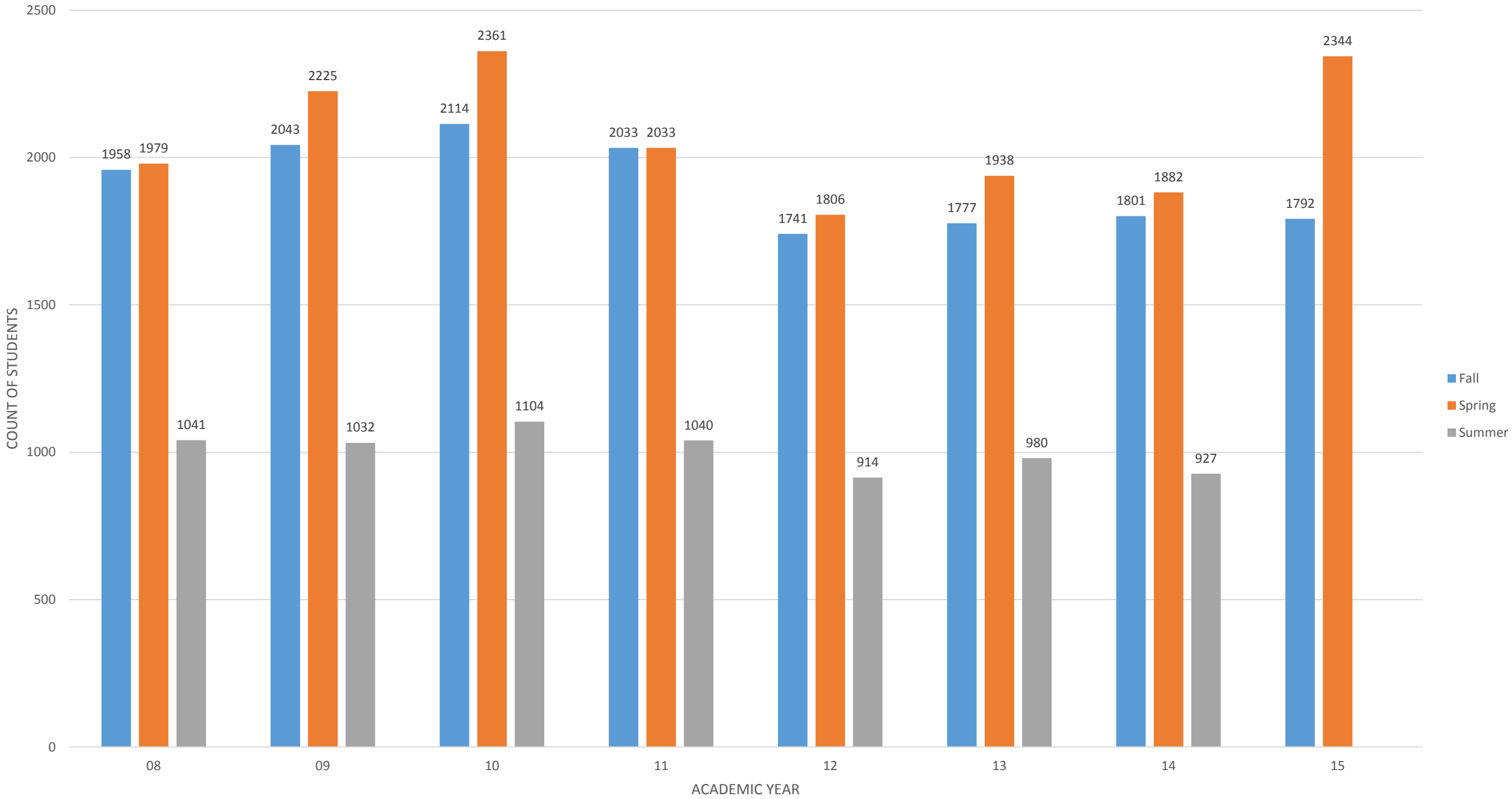
= 1898



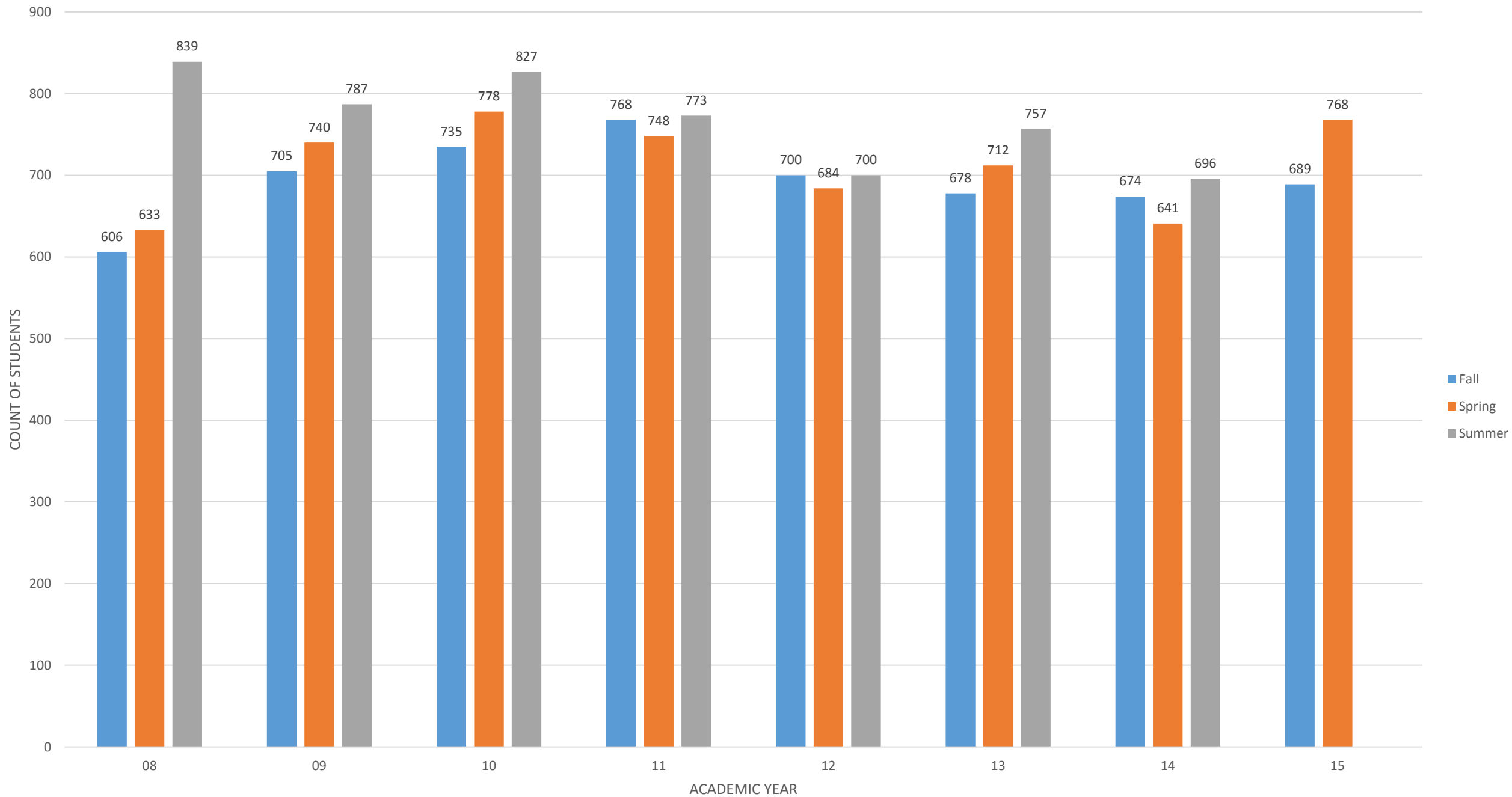
STUDENTS TAKING ONE OR MORE ONLINE COURSES BY ZIPCODE



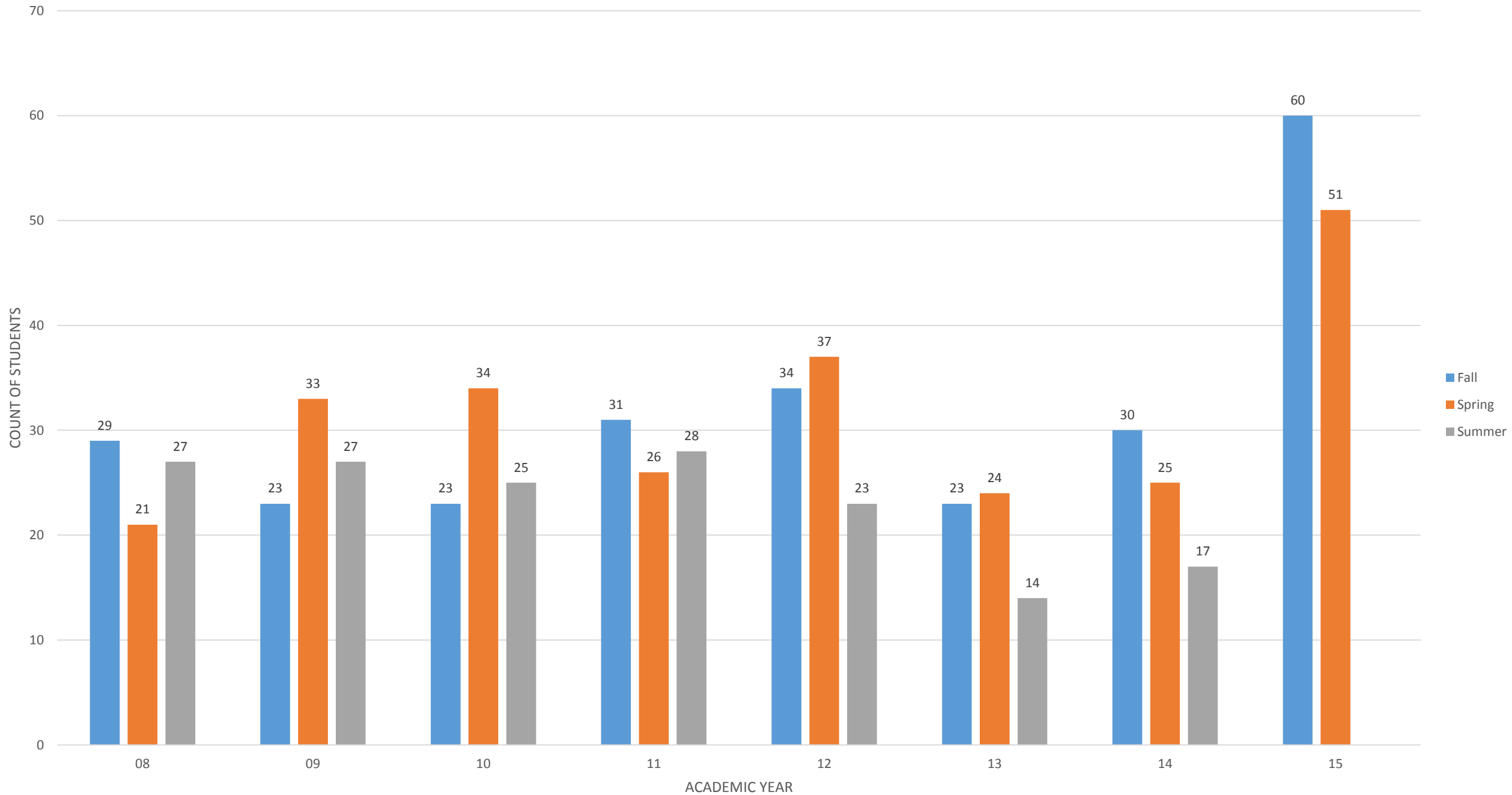
COUNT OF STUDENTS IN ONE OR MORE DISTANCE COURSES



COUNT OF STUDENTS TAKING ONLY DISTANCE COURSES



COUNT OF STUDENTS WHO HAVE NEVER TAKEN AN ON GROUND CLASS



STUDENTS IN ONE OR MORE INTERNET CLASSES
AT CENSUS AND END OF SEMESTER

[illegible]

STUDENTS IN ONLY INTERNET CLASSES
AT CENSUS AND END OF SEMESTER

[illegible]

German-American Business Certificate

- Partnership with Hochschule-Ansbach
- 8-course certificate program
- Competency based
- 4 courses developed by MSSU
- 4 courses developed by Hochschule-Ansbach
- Hosted in Blackboard by Missouri Southern



The graphic for the German-American Business Certificate features the title at the top. Below it, three interlocking gears are shown: a blue gear on the left labeled 'OPERATIONAL EXCELLENCE', a green gear in the center labeled 'STRATEGY', and a blue gear on the right labeled 'INNOVATION'. To the right of the gears, the logos for Hochschule Ansbach (a blue and green cross-like symbol) and Missouri Southern State University (a blue and green cross-like symbol) are displayed. Below the logos, three headshots of individuals are shown: a man in a suit and tie, a woman with dark hair, and a woman with blonde hair.

GERMAN - AMERICAN BUSINESS CERTIFICATE

HOCHSCHULE ANSBACH

MISSOURI SOUTHERN
STATE UNIVERSITY
THE ROBERT W. PLASTER SCHOOL OF BUSINESS



Business Marketing Partnership

- Professor Chris Moos
- Odessa National Maritime University, Ukraine
- Online courses offered by both faculty
- Ukraine students will eventually spend time on campus
- Distance Learning training/consulting ONM faculty-Felicia Morley



Dr. Lynn Korvick

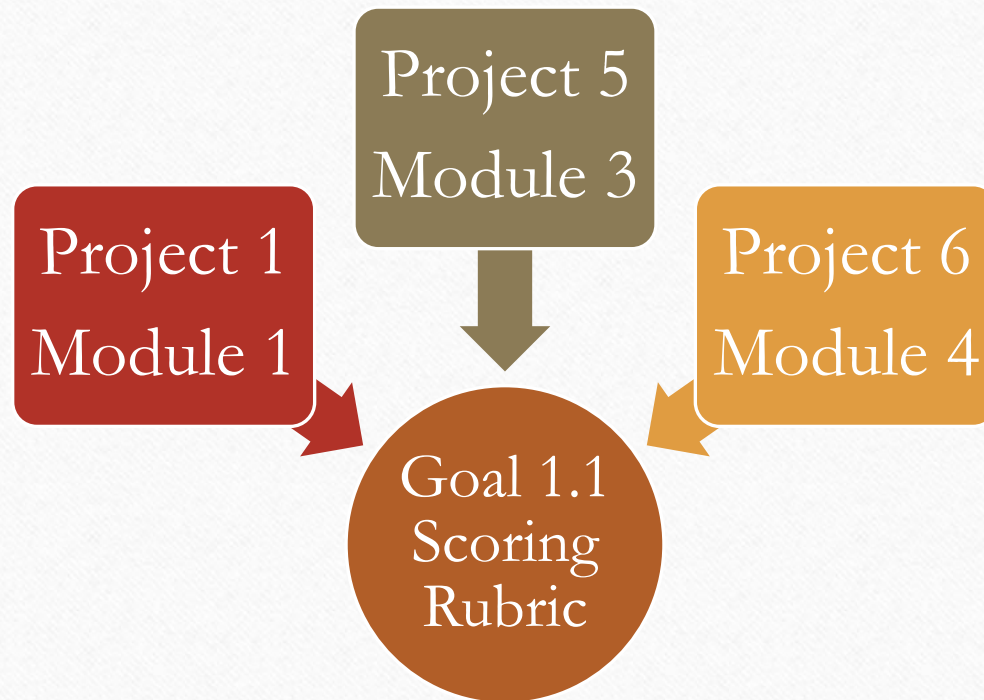
- All exams in Blackboard
- Validity of exam items
- Measure outcomes
- Aligning exam items to outcomes
- Quantitative data



Nursing Program



Goals, Objectives and Rubrics



Goals, Objectives & Rubrics in Blackboard

The screenshot displays the Blackboard interface for managing goals. On the left, a sidebar contains a list of items: 'Add Goal Set' (with a dropdown arrow), 'Add Category', 'Faculty Training', 'General Education Matrix', 'German American Certificate Program' (selected with a dropdown arrow), 'History', 'Plaster School of Business', and 'UE 100: The University Experience'. The main content area is titled 'Goals for: German American Certificate Program Communication'. Below this title is a green 'Add Goal' button. The list of goals includes:

- 1.5. – Demonstrate effective oral communication techniques in synchronous and asynchronous presentations. ✓
- 1.2. – Develop effective written communications that demonstrate appropriate design, organization, and coherence. ✓
- 1.1. – Develop effective written communications that demonstrate clarity in ideas, reasoning, and content. ✓
 - 1.1.3. – Arguments, conclusions or recommendations are clearly expressed. ✓
 - 1.1.4. – Conclusions and recommendations are supported with specific examples, logical reasoning, and evidence from multiple credible sources, which are cited. ✓
 - 1.1.5. – Facts are accurate. ✓
 - 1.1.1. – The content is consistent with the needs, background and expectations of the audience. ✓
 - 1.1.2. – The document has a clear purpose and a central idea that is explicitly stated and sufficiently developed. ✓
- 1.3. – Prepare effective written communication that demonstrates sentence clarity, conciseness and structure. ✓
- 1.4. – Prepare effective written communications with appropriate grammar, usage and mechanics. ✓

Goals, Objectives & Rubrics in Blackboard

Rubric Detail



Select **Grid View** or **List View** to change the rubric's layout. [More Help](#)

Name: **Communication Skills 1.1**






Description: **Develop effective written communications that demonstrate clarity in ideas, reasoning, and content.**

[Exit](#)

Active Goals

Actions	ID	Goal	Goal Set Name	Category
 	1.1.	Develop effective written communications that demonstrate clarity in ideas, reasoning, and content.	German American Certificate Program	Communication

Grid View | List View

	Not Present	Below Expectations	Meets Expectations	Exceeds Expectations
1.1.1. The content is consistent with the needs, background and expectations of the audience. 	0 (0%)	1 (6.67%) The errors affect the ability of the reader to focus on the content.	2 (13.33%) The paper has a few errors, but not enough to greatly affect the reader's focus.	3 (20%) The paper is free of virtually any spelling, wrong word, punctuation, and grammar errors.
1.1.2. The document has a clear purpose and a central idea that is explicitly stated and sufficiently developed. 	0 (0%)	1 (6.67%) The paper is unfocused and hard to read.	2 (13.33%) The paper lacks some of the attributes of an excellent paper, but generally can be followed and makes its point.	3 (20%) The paper has a clear purpose expressed in a thesis statement, uses topic sentences and transitions, has effective paragraph development and structure, and employs good word choice.
1.1.3. Arguments, conclusions or recommendations are clearly expressed. 	0 (0%)	1 (6.67%) Support is weak or nonexistent.	2 (13.33%) The paper's analysis is pedestrian; some arguments lack support.	3 (20%) The paper is compelling and interesting. Its thesis and arguments are well articulated, insightful, and supported with persuasive evidence.
1.1.4. Conclusions and recommendations are supported with specific examples, logical reasoning, and evidence from multiple credible sources, which are cited. 	0 (0%)	1 (6.67%) Research support is very weak; support is inappropriate, insufficient, and/or cited incorrectly.	2 (13.33%) Research support is adequate; there are some shortcomings in appropriateness, sufficiency, and citations.	3 (20%) Research support is high quality; the sources are appropriate, sufficient, and cited and referenced correctly.
1.1.5. Facts are accurate. 	0 (0%)	1 (6.67%)	2 (13.33%)	3 (20%)

Name: **Communication Skills 1.1**

Description: **Develop effective written communications that demonstrate clarity in ideas, reasoning, and content.**

[Exit](#)

Goals, Objectives & Rubrics in Blackboard

The screenshot displays the Blackboard interface for an assignment. The left panel, titled "Assignment Instructions", shows a document viewer with a toolbar at the top containing icons for zooming, commenting, and downloading. The document content includes a title "Smarthinking's E-structor Response Form", a sub-header "(Your marked-up essay is below this form.)", and several paragraphs of text. The right panel, titled "Assignment Details", shows the "GRADE" section with a score of "/15" and a "LAST GRADED ATTEMPT" section. Below these, the "ATTEMPT" section shows the date and time "1/4/15 4:08 PM". A red arrow points to the "GRADE BY RUBRIC" link, which is highlighted in blue. Below this, the "COMMUNICATION SKILLS 1.1" rubric is listed as "Used for Grading". The "FEEDBACK TO LEARNER" section contains a text area for feedback and a toolbar with icons for attaching files, checking, and grading. At the bottom of the feedback section are "Cancel", "Save Draft", and "Submit" buttons. The "SUBMISSION" section at the bottom shows the file "Smarthinking Student Essay Submission.docx" with a download icon.

Assignment Instructions

Comment

1 of 8

Powered by crocodoc

Smarthinking's E-structor Response Form
(Your marked-up essay is below this form.)

HOW THIS WORKS: Your e-structor has written overview comments about your essay in the form below. Your e-structor has also embedded comments [in bold and in brackets] throughout your essay. Thank you for choosing Smarthinking's OWL; best wishes with revising your paper!

***Strengths of the essay:**

Hello [redacted], welcome to Smarthinking! This is Nicole V., and I will be your tutor for this essay. You have a very interesting topic about the health of nurses. I have some friends who are nurses, so I know understand how tired they become sometimes because of their drastic schedules. I noticed that you presented a thesis statement in your Introduction:

The ANA is correct on its stance, as the long hours that nurses are working are causing major fatigue that can lead to errors in patient care, billions of dollars spent in healthcare institutions, and declining nurse retention rates.

A thesis statement is important because it presents the main topic of an essay and the discussion points in which the paper will revolve around. With this, your readers will know what to expect from your paper. Good job! Now, there are still some areas we can work on to help improve your paper, so let's begin. ☺

***Alyssa 4641686 has requested that you respond to the Organization:**

[redacted], let's work on improving the organization of your essay. Organization is important because this is where unity of ideas is established in an essay. One way to develop an organized essay is to write topic sentences. A topic sentence is the opening sentences of a discussion paragraph that are based on the discussion points presented in your thesis statement. For example, you wrote:

Nurses have a very physically, emotionally, and mentally demanding job, in which patient care is closely associated with

Assignment Details

GRADE
LAST GRADED ATTEMPT

/15

ATTEMPT
1/4/15 4:08 PM

/15

GRADE BY RUBRIC

COMMUNICATION SKILLS 1.1 Used for Grading

FEEDBACK TO LEARNER

For the toolbar, press ALT+F10 (PC) or ALT+FN+F10 (Mac).

Cancel Save Draft Submit

SUBMISSION

Smarthinking Student Essay Submission.docx

Goals, Objectives & Rubrics in Blackboard

Assignment Details ▾

GRADE
LAST GRADED ATTEMPT

ATTEMPT
1/4/15 4:06 PM

GRADE BY RUBRIC

COMMUNICATION SKILLS 1.1 Used for Grading

☒ Show Descriptions ☒ Show Feedback

1.1.1. THE CONTENT IS CONSISTENT WITH THE NEEDS, BACKGROUND AND EXPECTATIONS OF THE AUDIENCE.

☐ **Not Present** 0 (0%) points

☐ **Below Expectations** 1 (6.67%) points
The errors affect the ability of the reader to focus on the content.

☐ **Meets Expectations** 2 (13.33%) points
The paper has a few errors, but not enough to greatly affect the reader's focus.



☐ **Exceeds Expectations** 3 (20%) points
The paper is free of virtually any spelling, wrong word, punctuation, and grammar errors.

Feedback:

Name: **Communication Skills 1.1**

Description: **Develop effective written communications that demonstrate clarity in ideas, reasoning, and content.** Exit Save




Active Goals

Actions	ID	Goal	Goal Set Name	Category
 	1.1.	Develop effective written communications that demonstrate clarity in ideas, reasoning, and content.	German American Certificate Program	Communication

Grid View **List View**

	Not Present	Below Expectations	Meets Expectations	Exceeds Expectations
1.1.1. The content is consistent with the needs, background and expectations of the audience.	<input type="radio"/> Points: 0 (0%)	<input type="radio"/> Points: 1 (6.67%) The errors affect the ability of the reader to focus on the content.	<input type="radio"/> Points: 2 (13.33%) The paper has a few errors, but not enough to greatly affect the reader's focus.	<input checked="" type="radio"/> Points: 3 (20%) The paper is free of virtually any spelling, wrong word, punctuation, and grammar errors. Feedback: <input type="text" value="abc"/>
1.1.2. The document has a clear purpose and a central idea that is explicitly stated and sufficiently developed.	<input type="radio"/> Points: 0 (0%)	<input type="radio"/> Points: 1 (6.67%) The paper is unfocused and hard to read.	<input type="radio"/> Points: 2 (13.33%) The paper lacks some of the attributes of an excellent paper, but generally can be followed and makes its point.	<input type="radio"/> Points: 3 (20%) The paper has a clear purpose expressed in a thesis statement, uses topic sentences and transitions, has effective paragraph development and structure, and

Student View of Graded Rubric

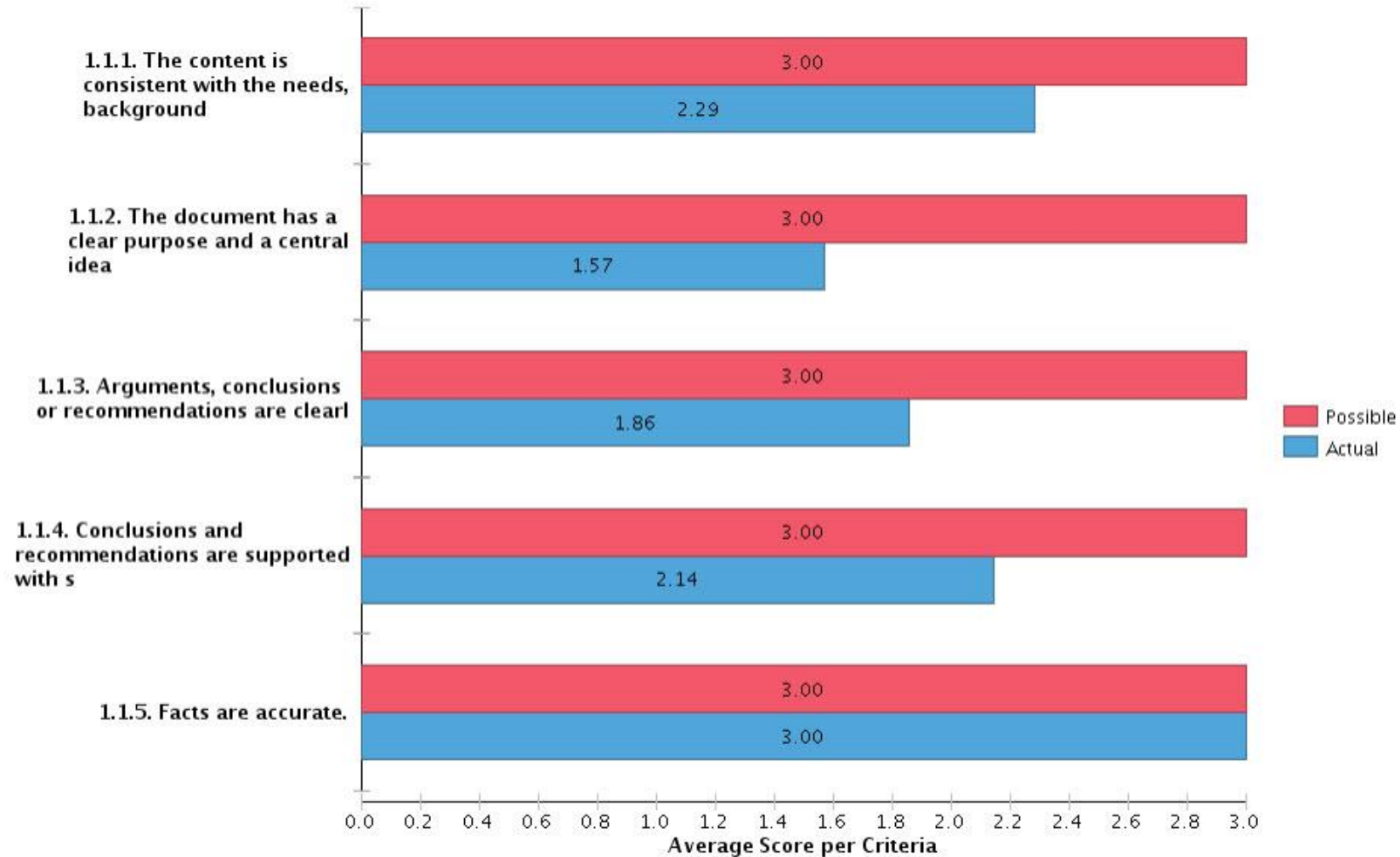
Grid View		List View		
	Not Present	Below Expectations	Meets Expectations	Exceeds Expectations
1.1.1. The content is consistent with the needs, background and expectations of the audience.	0 (0%)	1 (6.67%) The errors affect the ability of the reader to focus on the content.	 2 (13.33%) The paper has a few errors, but not enough to greatly affect the reader's focus. Feedback: Please see comments in paper.	3 (20%) The paper is free of virtually any spelling, wrong word, punctuation, and grammar errors.
1.1.2. The document has a clear purpose and a central idea that is explicitly stated and sufficiently developed.	0 (0%)	 1 (6.67%) The paper is unfocused and hard to read. Feedback: Harley: Your paper lacked a well structured opening statement, which caused me to question the purpose of the paper while reading it. Please see comments in your document.	2 (13.33%) The paper lacks some of the attributes of an excellent paper, but generally can be followed and makes its point.	3 (20%) The paper has a clear purpose expressed in a thesis statement, uses topic sentences and transitions, has effective paragraph development and structure, and employs good word choice.
1.1.3. Arguments, conclusions or recommendations are clearly expressed.	0 (0%)	1 (6.67%) Support is weak or nonexistent.	 2 (13.33%) The paper's analysis is pedestrian; some arguments lack support. Feedback: Most of your arguments were supported, but a number were not. Please see my comments in your paper.	3 (20%) The paper is compelling and interesting. Its thesis and arguments are well articulated, insightful, and supported with persuasive evidence.

Report of Student Performance

Rubric Statistics Report

Rubric Analysis

Communication Skills 1.1



Report of Student Performance

Rubric Statistics Report

Communication Skills 1.1



Criteria									
	Not Present	Below Expectations	Meets Expectations	Exceeds Expectations	Number Evaluation	Average	Median	Mode	Std. Deviation
1.1.1. The content is consistent with the needs, background and expectations of the audience.	Points								
	0.00	1.00	2.00	3.00					
	0%	14%	43%	43%	7	2.29	2.00	2.00	0.76
1.1.2. The document has a clear purpose and a central idea that is explicitly stated and sufficiently developed.	Points								
	0.00	1.00	2.00	3.00					
	0%	43%	57%	0%	7	1.57	2.00	2.00	0.53
1.1.3. Arguments, conclusions or recommendations are clearly expressed.	Points								
	0.00	1.00	2.00	3.00					
	0%	14%	86%	0%	7	1.86	2.00	2.00	0.38
1.1.4. Conclusions and recommendations are supported with specific examples, logical reasoning, and evidence from multiple credible sources, which are cited.	Points								
	0.00	1.00	2.00	3.00					
	0%	14%	57%	29%	7	2.14	2.00	2.00	0.69

Blackboard Retention Center

Students currently at risk

5

[View students not at risk](#)

STUDENT ▲	MISSED DEADLINES	GRADES ALERT	ACTIVITY ALERT	ACCESS ALERT
 Guest 1
 Shayla Berkley

MATCHING RISK FACTORS

- Activity in the last 1 week(s) is 20% below course average

Activity: 86% below average

Last Refreshed: 1/6/15 12:47 PM

★ Monitor

✉ Notify

 Harley Harvardson	.	.	.	.
 Lucy Liu	.	.	.	.
 Tonya Tiffanies	.	.	.	.

Blackboard Retention Center

Students currently at risk



[View students not at risk](#)

STUDENT ▲	MISSED DEADLINES	GRADES ALERT	ACTIVITY ALERT	ACCESS ALERT
Guest 1
Shayla Berkley
Harley Harvardson
Lucy Liu
Tonya Tiffanies

Your course activity

Last login: Jan 6, 2015 @ 1:19 PM

ASSESSMENT ⓘ

INTERACTION &

LEARNER SUPPORT ⓘ

Students you are monitoring



Harley Harvardson



Last Access 1 day(s) ago

Activity ↓ 88% below average

Grade ↓ 5.71% below average

Missed Deadlines 0



Shayla Berkley



Last Access 1 day(s) ago


Activity ↓ 86% below average

Grade ↓ 12.38% below average




Missed Deadlines 0

Other information you are

Blackboard Calendar



Calendar



< January 2015 >

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

CALENDARS

- ☒ Institution
- ☒ Personal
- ☐ 201410_UE_0100_The University Experience_50_INET
- ☐ 201480_UE_0100_The University Experience_25_TRAD
- ☒ 201480_UE_0100_The University

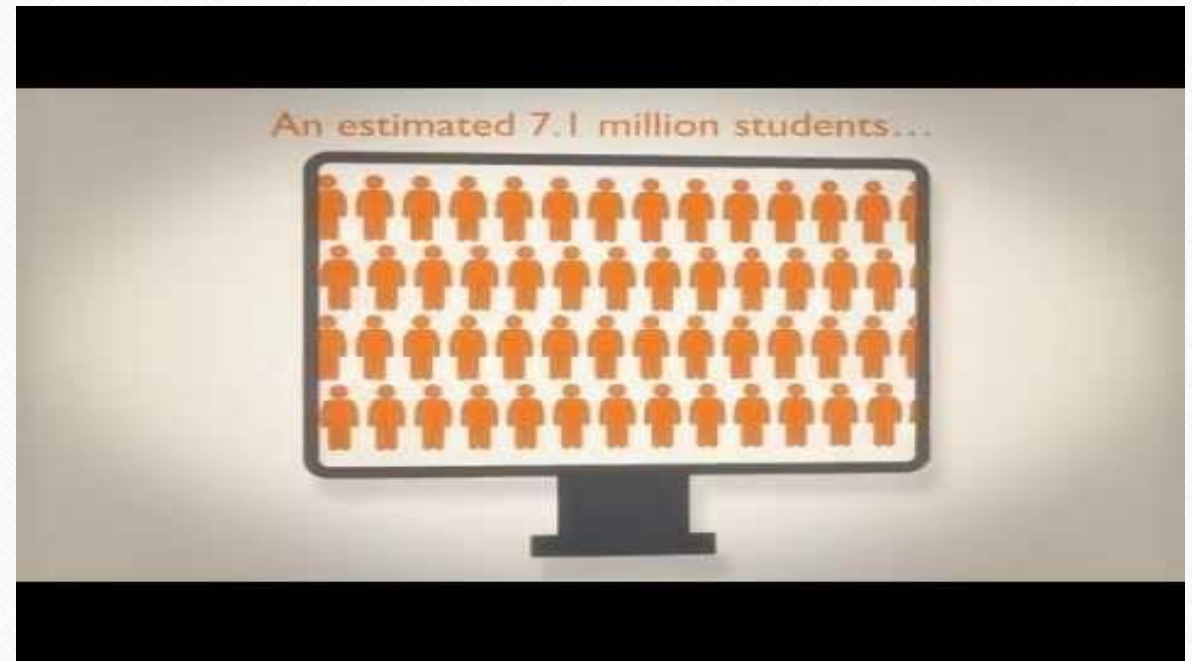
Today < > November 2014 +

SUN	MON	TUE	WED	THU	FRI	SAT
26 11:59p ✓	27	28	29	30 11:59p ✓	31 Last Day to	1
2	3	4 11:59p ✓	5 11:59p ✓	6 11:59p ✓	7	8
9 11:59p ✓ 11:59p ✓	10	11 11:59p ✓	12	13 11:59p ✓	14	15
16 11:59p ✓	17	18	19	20 11:59p ✓	21	22
23	24 11:59p ✓	25	26 Thanksgiving Holiday Break	27	28	29
30	1 Classes Re Last day fo	2	3	4	5 Last Day o	6

Grade Change: Tracking Online Education in the United States

- Over 7.1 million students were enrolled in an online class Fall 2012
- 6.1% growth rate
- 32% all students take at least one course online
- 77% academic leaders rate learning outcomes in online as the same or superior to face-to-face
- Only 30.2% of academic officers believe that their faculty accept the value and legitimacy of online—lower than that recorded in 2004
- Full Report:
<http://www.onlinelearningsurvey.com/highered.html>

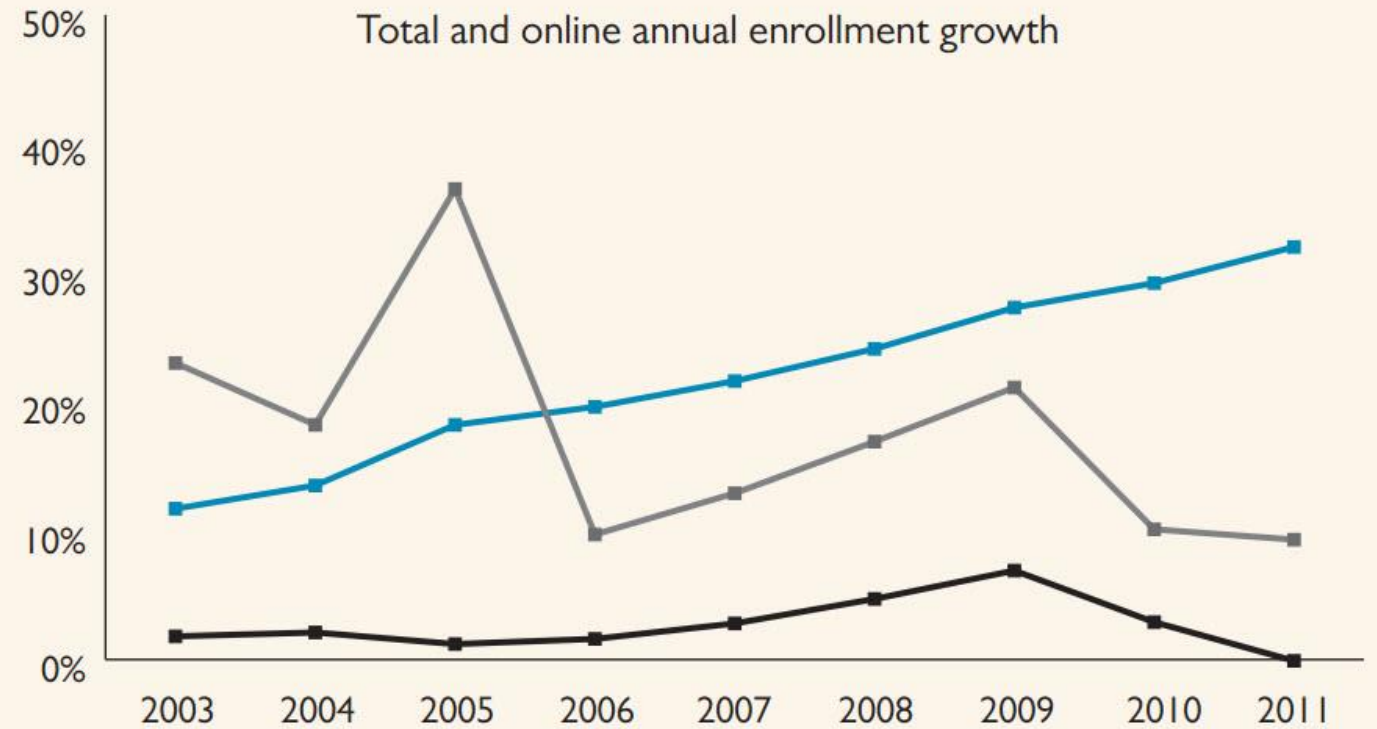
Babson Survey Research Group Higher Education Reports



Total and Online Annual Enrollment Growth

Year after year the number of online enrollments steadily increases its proportion of total enrollments starting at 11.7% in 2003 and increasing to 32% in 2011.

■ Online enrollment as a percent of total enrollment
■ Annual growth rate of online enrollment
■ Annual growth rate of total enrollment

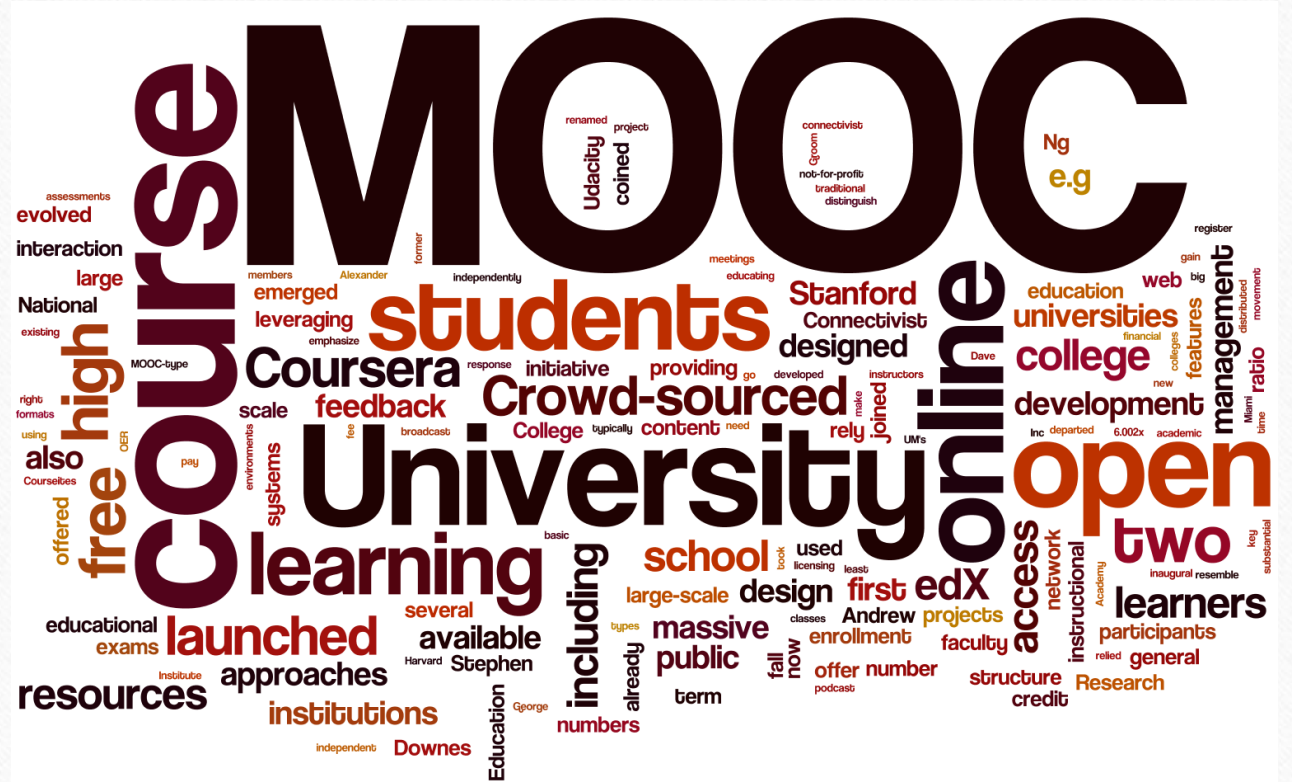


Source: "Changing Course Infographic"

<http://www.onlinelearningsurvey.com/highered.html>

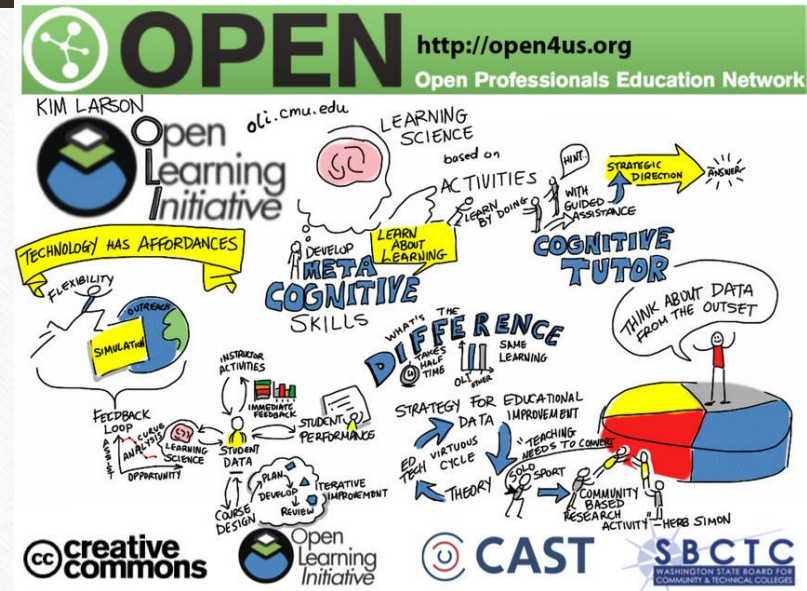
MOOCs

- Coursera/edX/Udacity
- New admissions paths
- Matchmakers
- For Credit?



Dispersing the Lecture Hall

- Learning scientist design team
- Two dozen core courses
- Free to more than 100 colleges
- High quality/low cost
- Website: <http://oli.cmu.edu/>



The late Herbert Simon, Nobel Laureate and professor at Carnegie Mellon University.

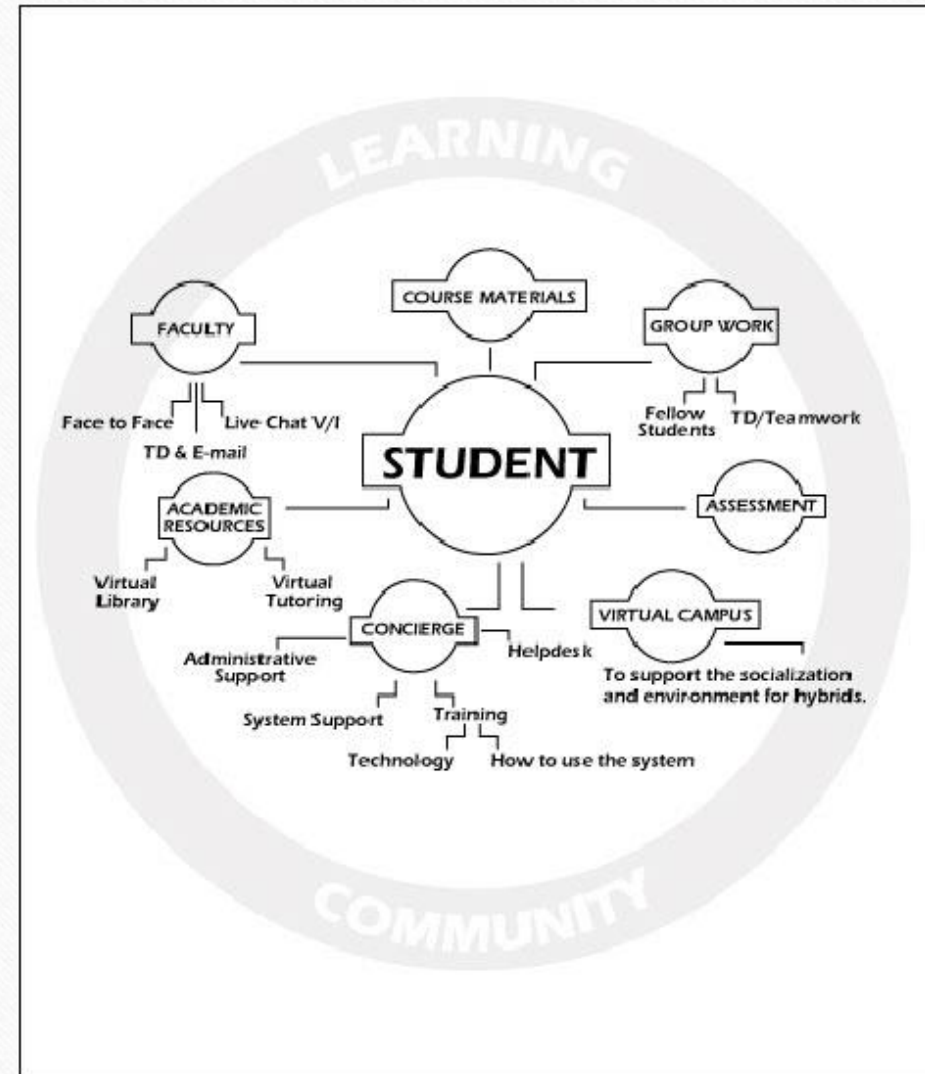
Improvement in post secondary education will require converting teaching from a solo sport to a community based research activity.

Herbert Simon

OLI believes this insight from Simon is critical when thinking about the future of education. [Read more about how we implement this key idea.](#)

The Hybrid Model (Just as good and faster.)

- Fit classes around schedules
- Allow more courses
- Get students through faster
- 2012 Carnegie Mellon study: “[Interactive Learning Online at Public Universities: Evidence from Randomized Trials](#)”



Questions?

