Abstract

*SucceedYou* is a scalable, adaptable, and cost-effective program designed to address the needs of underprepared high school students in math, reading, writing and college skills. Using Open Educational Resources (OER) delivered via mobile technology, students will remediate using customized programs of study. Support systems will provide feedback on student progress and offer assistance through mobile applications or face-to-face conferences, utilizing volunteer Success Coaches. A reward system will award badges as incentives for demonstrated student learning as well as certification for Success Coaches upon completion of professional development in content and tutoring expertise. *SucceedYou* will not address other content areas nor are there plans at this time to expand to other audiences such as veterans or nontraditional students who have never attended college.

Purpose and Goals of the Project

The overall purpose of *SucceedYou* is to create an integrated academic, social, and instructional-support college readiness model using mobile technology that will increase the number of high school students who are prepared for college-level, credit-bearing course work upon graduation. *SucceedYou* is scalable, adaptable, and cost effective. It is designed to support high impact learning at the local, state, and national levels.

Justification and Significance of the Project

“By 2020, America will once again have the highest proportion of college graduates in the world.” These words, delivered by President Barack Obama in his address to Congress in February, 2009, are only achievable if students satisfactorily complete high school. Remediation in the traditional subjects of “reading, writing and “rithmetic” is possibly the leading barrier to improving college graduation rates. Just 43% of college-bound students are prepared for the world of higher education (Wolfgang, 2012) and only one-fourth of students who place into college remedial writing, english or math courses will graduate within eight years (Fain, 2013a).

Problem or Challenge the Project Addresses

*SucceedYou* will address learner readiness for college using mobile technology and a community of learners for support. The use of the mobile application provides a learning support system using a venue where students today spend much of their time. Research shows that this modality of support makes it far more likely that they will be engaged learners on multiple levels. Specifically, *SucceedYou* builds a bridge to college so that more high school graduates will have
the requisite skills to enroll and graduate from college as well as to achieve their academic, professional, and personal enrichment goals.

**Objectives/Deliverables of Succeed You:**

**Objective 1:** Development of competency-based, modular curricula (in math, reading, writing, and college skills) that maximize the use of free, existing Open Educational Resources (OER) and development of new OER curricula aligned with outcomes for accepted college placement exams. An OER learning platform will be used.

**Description:** The Department of Education supports the use of OER, acknowledging they are an important element of an infrastructure for learning (http://www.ed.gov/technology/netp-2010/infrastucture-access-and-enable). *SucceedYou* will primarily utilize high-quality OER content and Subject Matter Experts (SMEs) to identify, compile, and adapt content to align with college readiness benchmarks. Additional content will be developed by SMEs to address gaps in OER content. OER content will be selected from a variety of sources, such as Community College Consortium for Open Educational Resources, Open Course Library, Kaleidoscope Project and OpenLearner. OER content will reduce the cost to learners and increase access to content. Other options include collaborations with SRI International a company who is prototyping an application designed to deliver personalized content via “playlists” to learners. PERLS (or pervasive learning systems powered by artificial intelligence) could create opportunities for “personalized progression based on content and motivation indicators.”

The curricula will be delivered in a competency-based format, including self-paced, direct-assessment methods (Fain, 2013b). As learners complete assignments, assessments will be designed to measure proficiency with the concepts. The materials will be portable and scalable under a Creative Commons license. The content will be housed in an OER platform (NTER, https://www.nterlearning.org/), allowing for discoverability and adoption of content.

**Objective 2:** Integrated student success and support through a mobile, technology-supported environment, including:

a. A co-advising model (available online or in blended delivery)
b. Mobile application that fosters a community of learners
c. *SucceedYou* Success Coaches

**Description:** *SucceedYou* co-advising models are intended to establish a flexible model for advising high school students using mobile technology and/or face-to-face coaches. *SucceedYou* will feature integrated, intrusive, technology-supported coaching and mentoring throughout the student experience.

**Model 1:** This model would utilize on-line student support through a mobile Student Success Application such as the one developed by Educause Team 1. This project is a “weightwatchers on-line” type of application that allows students to record data about their daily activities including how many hours they study, socialize, sleep, spend time with tutors, etc. The mobile application will provide feedback comparing how their time spent compares to their peers. In addition, an “Ask Us” portion of the mobile app would allow students to ask any questions they
might have and get a response from a group of experts (Success Coaches) who monitor the application 24/7. Examples are questions about content, completing forms (applications, FAFSA, scholarships), fears they are experiencing (financial, confidence to attend college) or career information. Coaches from a variety of backgrounds (academic, financial aid, counseling) would be recruited and trained to respond to the questions. Participants in the SucceedYou mobile app will become a community of learners.

Model 2: This model would involve more face-to-face interaction between students and an advising team. This might include a faculty advisor, a guidance counselor, an administrator and a community volunteer. The advising team would meet with the student on a regular basis to assure that the student is making progress on their academic remediation, college applications, personal choices, etc. These advisors would be recruited from the school and community participating in the program. While this model is more time-consuming, it may be more successful for underprepared students.

With either model students will have access to Success Coaches through a web and mobile application similar to that developed for Maryland (“AskUsNow.org), Ohio (KnowItNow.org) or Florida (AskALibrarian.org).

Objective 3: Devise Credentialing (badges) for:
   A. Students who successfully complete content modules.
   B. Support Personnel (Success Coaches) who demonstrate competency in content knowledge and tutoring/students-assistance skills

Description: Upon demonstrated mastery of content, students will be awarded a SucceedYou badge to denote successful completion (http://www.openbadges.org/). As students complete the self-paced, competency-based modules, they will receive a badge for each component successfully completed. When the entire module is completed they will receive a “Super” badge.

Success Coaches will be awarded a badge for successfully completing the competency-based qualification training module. Additional badges can be earned for milestones such as the number of students assisted or the length of participation in the program.

Objective 4: Develop a network of practitioners (including professional development opportunities designed to support and enhance pedagogically sound instructional practices)

Description: SucceedYou will establish a professional learning community to foster opportunities for dialogue and idea exchange amongst educators, technology experts, and business partners. A website and promotional materials will be developed to promote SucceedYou and to disseminate information about the project. Interested parties can subscribe to a listserv to receive updates on SucceedYou activities and promising practices. A web-based instructor’s toolkit will be developed in the OER platform to provide information about the curricula and adoption/implementation strategies. Free monthly webinars will be conducted that will focus on the use of OER content, student success and retention strategies and adoption practices.
Assessment/Evaluation Plan for each Objective

**Objective 1: OER modules in reading, writing, math and college skills**

Assessment #1: Assessment of student learning will be documented through use of widely-accepted college placement exams (COMPASS, Accuplacer) which will verify that the content modules prepare students for collegiate-level work. Details of attaining identified benchmarks include:

- Development of a curriculum matrix that maps SucceedYou module outcomes to content knowledge assessments such as Accuplacer and COMPASS.
- Student outcome assessments will include:
  - Pre- and post- learning assessments
  - Module Embedded assessments
  - Number of student accessed modules per week
  - Number of distinct student accessed pages within each unit
  - Surveys (administered to a samples of learners who complete the modules)
  - Achievement of acceptable placement scores following program completion
- Number of badges awarded

Assessment #3: Students will do a self-assessment of their college preparation using a likert-scale pre and post assessment.

**Objective 2: Student support using mobile technology or face-to-face interactions.**

Assessment #1: Participants’ access to the mobile technology application will be monitored 24/7 and compared to existing external data that documents students use of support services in a typical face to face or on-line course.

Assessment #2: Students will be surveyed at the completion of each module and at the conclusion of the program to determine if the support services were adequate.

**Objective 3: Badges for student participants andSuccess Coaches**

Assessment #1: The number of participants who earn/request a badge following conclusion of training will determine if this is a successful reward systems.

Assessment #2: Awarding badges to students at the completion of each module and a super badge will ultimately be determined to be successful, if the majority of students who begin the modules complete them.

Assessment #3: If SucceedYou badges become associated with student success they may be recognized by higher education institutions as a substitute for completion of placement testing.
Objective #4: Develop a community of practitioners with sound instructional and pedagogical skills

Assessment #1: Student success in passing standardized placement tests will be used to determine if instruction and assistance was adequate.

Assessment #2: Students will be surveyed at the conclusion of each module and at the conclusion of the program to determine if they felt support and instruction was adequate.

Assessment #3: Number of educators and Success Coaches who begin and complete training.

Assessment #4: Surveys administered to practitioners upon completion of the professional development sessions to assess adequacy of content, achievement of outcomes and satisfaction.

Ownership and Stakeholders:

This project is proposed by Team 3, who are instructional and technological experts from four different universities. Development of this project will require collaboration with a team of SMEs, instructional designers, technological support, student support personnel and community volunteers. We propose to partner with Team 1 to use their mobile application for our student support portion of this project. Partnerships with state departments of education, local school districts or private foundations that wish to institute a program like SucceedYou will be required. In states such as Maryland and Tennessee, initiatives to address this issue are underway.

Assumptions

Assumptions inherent in this model are as follows:

1. There are school systems that would adopt this model;
2. The OER content offered via technology does deliver the necessary content information or it can be developed in the OER platform.
3. Underprepared students can and will learn math, reading, writing and college skills and seek assistance using mobile technology with support personnel.

Timeline (Abbreviated) – See Appendix II for more detail

<table>
<thead>
<tr>
<th>Dates</th>
<th>Plan</th>
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<tr>
<td>November 2013 - May 2014</td>
<td>Establish teams:</td>
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<td>Develop OER content for delivery via mobile</td>
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<td>Establish a web presence, promotional materials and strategies.</td>
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<td>Prepare mobile app for student support.</td>
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<td>Timeframe</td>
<td>Activities and Tasks</td>
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<tr>
<td>May 2014- Jan 2015</td>
<td>Select credentialing platform and methods (badging)</td>
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<td>Further explore partnerships</td>
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<td>Secure partners to participate in pilot</td>
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<td>Develop detailed project plans, evaluation plan, timelines, and MOUs with partners.</td>
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<td>Finalize a pilot program</td>
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<td>Prepare for implementation</td>
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<td>Monitor, assess, and evaluate; implement changes as deemed necessary.</td>
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<td>Secure additional partners.</td>
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<td>August 2015 - May 2016</td>
<td>Scale and sustain initiatives and programs.</td>
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**Resources**

**Budget (proposed)**

- Fiscal agent(s) identified (team members’ institution(s))
- Project manager (full-time); $60,000 year (plus benefits)
- Curriculum developers:
  - 6 subject matter experts per curricular area: math, reading, writing, and college skills; $3,000 per SME: ($72,000)
- Instructional designers ($10,000)
- Technical support (for OER platform, registration, server)
- Success Coaches (institutions would “contribute” staff hours to man the 24/7 AskUs service)
- In-kind service during pilot phase
  - Breakthrough Models Academy team members will provide oversight of project
  - Graphic design support
  - Technical support
  - Help desk support
Appendix I: Team 3 Members

Jean Runyon, Anne Arundel Community College
Scott E. Hamm, Abilene Christian University
Jim Lipnickey, Miami University
Christine Pharr, College of Saint Mary

Appendix II: References


Community College Consortium for Open Educational Resources (www.oerconsortium.org)
Open Course Library (http://www.opencourselibrary.org)
Kaleidoscope Project (www.project-kaleidoscope.org)
OpenLearn (www.open.edu/openlearn)
SRI International (http://www.sri.com/)

APPENDIX II: Detailed Timeline

<table>
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<tbody>
<tr>
<td>November 2013</td>
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<tr>
<td>- May 2014</td>
<td>1. Project management team</td>
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<td>2. Advisory council (curriculum specialists, OER representative, student support personnel)</td>
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<td>3. Curriculum teams</td>
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<td>4. Technical team (instructional designers, OER platform administrator, mobile responsive)</td>
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<td>5. Project evaluators</td>
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6. Fiscal agencies

Establish instructional design team(s) to work with the curriculum team to develop content or reformat existing OER for delivery in a modular, competency-based, and mobile delivery format.

Establish a web presence and promotional materials and strategies.

Integrate use of mobile app to support *SucceedYou*.

Select credentialing platform and methods (badging)

Further explore PERLS and partnership with SRI International.

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<tr>
<th>Period</th>
<th>Activities</th>
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<tr>
<td>May 2014- Jan 2015</td>
<td>Secure four partners to participate in pilot (public school system, 2- and 4-year institutions).</td>
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<td>Develop detailed project scope, evaluation plan, timelines, and MOUs with partners.</td>
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<td>Finalize pilot program (e.g. finalize content, detailed model support systems, tie achievement to placement standards, develop badging process, etc.).</td>
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<td>Prepare for implementation: recruit volunteers, pilot modules and student support application with student volunteers and <em>SucceedYou</em> coaches</td>
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