The BlendFlex Model: Using Technology for Student Success

In fall 2013, the College was awarded the U.S. Department of Labor's *Trade Adjustment Assistance Community College and Career Training Grant (TAACCCT)* to implement the BlendFlex model of instructional delivery. To date, 19 courses have offered BlendFlex sections:

- 4 Allied Health Core Courses,
- 4 Occupational Health Courses,
- 2 Occupational Business Courses, and
- 9 General Education Courses.

Cumulative student outcomes at the course level are slightly better in BlendFlex sections, even with attendance flexibility and increased use of TelePresence technology.

	Successful Grades	Attrition Rate
BlendFlex Sections	**82%**	**19%**
All other Sections	80%	21%

> ❝
> ### The Student Voice
>
> I like the BlendFlex classes because I work and it's hard to make it to classes sometimes. I also like that I was able to watch the lectures as many times as I wanted to.

BlendFlex Benefits:

1) Increases FTE enrollment:
- Greater variety of courses can be offered at the satellite centers,
- Fewer class cancellations due to sections with low enrollment, and
- Reduces student withdrawals due to life challenges.

2) Offers students **flexible attendance options** within one class:
- Face-to-face with the instructor,
- TelePresence from another site,
- Connect from home or work on a personal computer or tablet, and
- Watch recorded lectures.

Attendance is recorded based on submission of weekly assignments.

3) **Cost effective** use of resources:
- Combine multiple low enrollment sections into one class,
- Full-time faculty teach to satellite centers from any campus; reduces travel time and reduces need for adjunct faculty, and
- Improve space utilization by converting a large room into three smaller learning pods.

Did you know?

3,372 students enrolled in a BlendFlex or Telepresence class in academic year 2016.

55% would have been displaced, if low enrollment sections* were cancelled.

*Class size of <10

CGTC is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Professional Development

"Providing trainings for faculty and staff to enhance knowledge and skills"

Faculty must complete the BlendFlex Professional Development Series before teaching in the BlendFlex Model. The three session Series teaches the concepts and pedagogies of delivering instruction using the BlendFlex Model, including

- Classroom management techniques,
- Using recorded lectures,
- Instructional design tips,
- Best practices using TelePresence technology.

Spring Semester dates: April 12, 19, 26

For more information and to register for trainings visit the Professional Development website https://intranet.centralgatech.edu/intranet/staffdev/

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The Student Voice

The classroom setting was there if you needed the help, but wasn't required. BlendFlex made it easier for students who needed a more flexible schedule due to children or other responsibilities.

The Office of Institutional Effectiveness
3300 Macon Tech Drive
Macon, GA 31206
(478) 757-3424

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The Student Voice

As a married father and working adult, the appeal of the BlendFlex course was both immediate and apparent. This was before June 4th, when a colonoscopy revealed a tumor that ended up being stage 3 colorectal cancer. **The inherent flexibility of the BlendFlex course is one of the primary reasons I've been able to stay in class and succeed despite the surgery and myriad appointments I've had this semester.** With chemotherapy looming, I'll be depending on the accessibility that BlendFlex provides to continue my education at CGTC.

Innovative Expansion underway for BlendFlex & TelePresence

The College will sustain the BlendFlex model after completion of the TAACCCT grant performance period by increasing the credit courses offered and implementing innovative uses of TelePresence technology.

- **Distance Tutoring** is being offered by the Academic Success Center.
  Tutors located at the three campuses lead individual and small group tutoring sessions with students at remote sites via TelePresence.
  Funded by the First in the World Grant - US Department of Education

- **Adult Education** has embraced technology-enhanced instruction for getting high quality content to students located across the service delivery area.
  Accelerating Opportunities students receive **GED and credit instruction** through the BlendFlex model. **Job skills training** is delivered using TelePresence technology.
  Funded by the Rural Utilities Services Distance Learning and Telemedicine Grant - US Department of Agriculture

- **Move on When Ready (MOWR) high school students** have enrolled in General Education BlendFlex classes. Soon they will also have access to **pre-Engineering and Engineering classes via TelePresence** at Hutchings College & Career Academy.
  Funded by the Predominately Black Institutions Grant - US Department of Education

- The **Continuing Education Department** is currently offering American Sign Language **classes via TelePresence.** Additional continuing education classes are being developed for delivery using TelePresence technology. Business and industry partners have requested training utilizing the BlendFlex model to maximize flexibility.

Advancing the Vision

The College's initiative to expand the traditional face to face instructional delivery model supports strategic planning goals of both the Technical College System of Georgia and CGTC.

TCSG Strategic Goal 2: TCSG institutions will facilitate learning to ensure students have the knowledge and skills to succeed in today's competitive global environment.

> Strategic Objective: Instruction should facilitate student learning and not be limited to traditional classroom models.

CGTC Strategic Goal 1: Guarantee student access and the opportunity for success at all levels.

> Strategic Objective 6: Assure the quality of instruction to enhance student success

CGTC Strategic Goal 4: Enhance the College's organizational development in terms of its educational delivery, facilities, equipment and internal workforce.

> Strategic Objective 4: Provide appropriate technology and security to improve college operations and student success.