

Performance Analysis: Smart Hill Community College

Kacey Wochna

EDCI 528

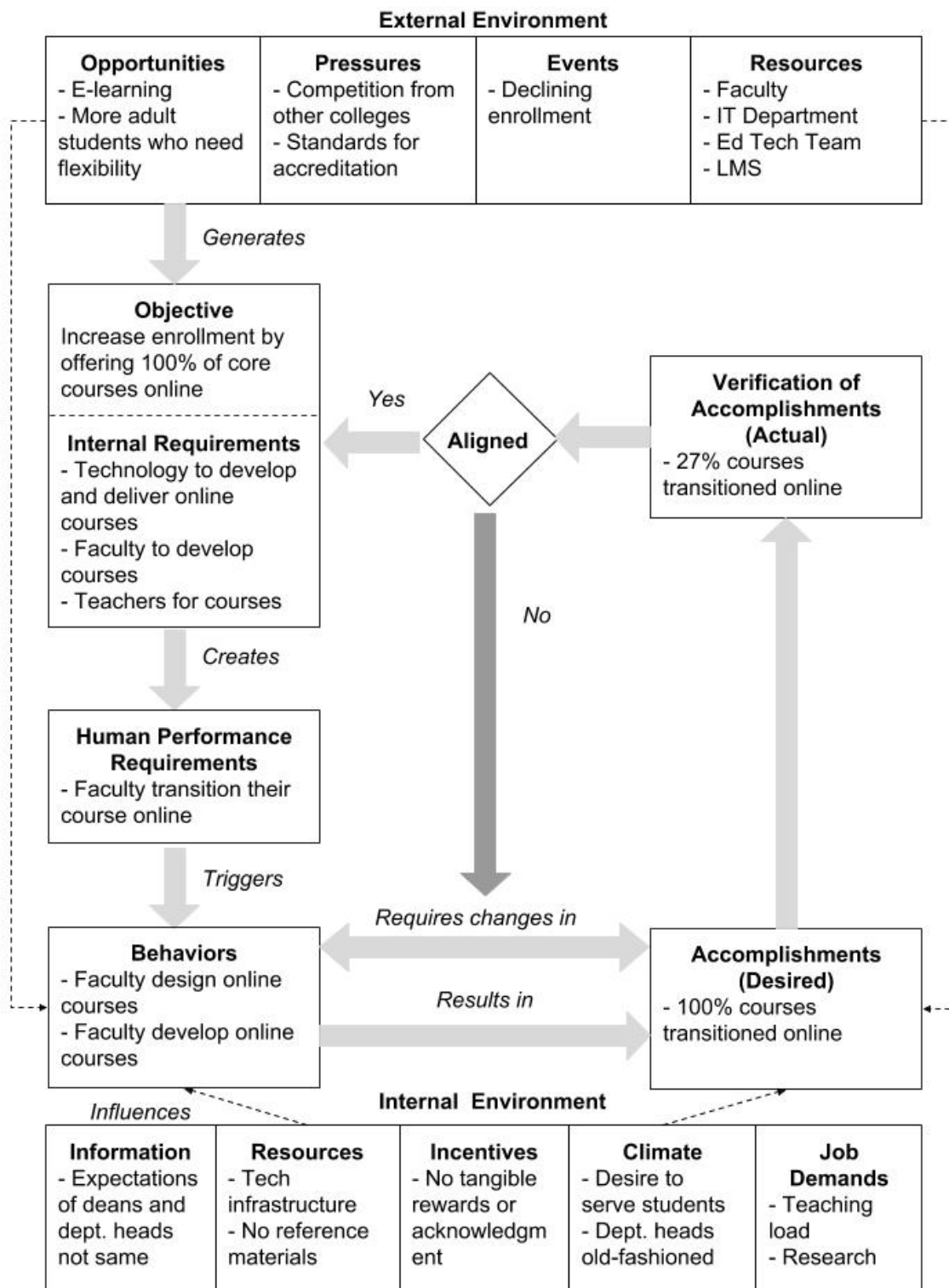
Performance Analysis: Smart Hill Community College

Performance System

Smart Hill Community College is a two-year college located in Indiana. The college offers a variety of educational programs with a vocational emphasis. It serves both recent high school graduates and returning professionals from a large town and its surrounding areas. Smart Hill has experienced declining enrollment for the past decade. After many years of neglecting the falling numbers, the college is in jeopardy due to low enrollment. The Board of Trustees has decided that the college must attract a broader student population in order to boost enrollment.

Many students who might be interested in community college are employed or otherwise require more flexibility than traditional face-to-face (F2F) allow. Online courses offer greater schedule flexibility and can also accommodate students who live too far from campus to commute regularly. Thus, the Board decided that Smart Hill Community College would make all of its core courses available online. The deadline for this project was five years. Full-time faculty members, who make up 30% of the college faculty, are responsible for designing, developing, and implementing the online courses. In the fourth year of the project, however, the college is still far from accomplishing this goal, with only 27% of courses ready for online delivery. (All information derived from the provided case, "Transition to Teaching Online.").

Diagram of the Human Performance System



Based on Figure 3-3. "An Organizational Human Performance System" from Stolovitch and Keeps (2004)

Performance Gaps

Full-time faculty had five years to transition their core course to an online format. With only one year remaining, only 27% of the college's core courses have been transitioned. Faculty were provided with a series of training workshops and a technical support service to aid them, which were initially heavily used. However, most faculty members have not managed to transition their courses and use of these resources has declined significantly.

The Provost and the technology team that supported the transition have concluded that the main cause of this gap is a lack of technology skills and technological interest among the faculty. The faculty members seem to agree that they lack some of the necessary knowledge and skills, but while the Provost believes that the existing training is too advanced for the faculty, faculty have suggested that the training is too rudimentary. The fact that faculty are already adept at using the required LMS, coupled with a fairly high level of initial enthusiasm, indicates that technological ignorance and resistance are not the primary causes of this gap. The evidence available suggests a number of alternate root causes.

Drivers of Performance Gaps

Performance Gap Description	Desired State	Actual State	Probable Root Cause(s)	Type (Gilbert's BEM)
Faculty have not transitioned courses to online format	100% of core courses are online	27% of core courses are online	No incentives for transitioning	Incentives/ Consequences
			No consequences for not transitioning	Incentives/ Consequences
			No support from department heads	Motivation; Incentives/ Consequences
			Not enough time to attend training and develop courses on top of existing workload	Resources
Faculty are not using training workshops to transition courses	100% of workshop attendees transition courses to online format	30% of workshop attendees have begun transition; 15% have completed transition	Lack skills that are not covered in the workshops	Knowledge and skills
			Hard to get answers to specific questions	Resources

Continued Investigation

The table below details the techniques that would be used to gather more information about the nature of the performance gaps to better understand the root causes of the performance problems and to plan for the most efficient interventions.

Performance Gap Description	Technique/Tool for Investigation	To Be Learned
Faculty have not transitioned courses to online format	Structured Interview: Provost	What consequences are there for department heads who do not support faculty in transitioning courses? Are any core courses taught by adjuncts? Could adjuncts be included in the effort to transition the courses?
	Focus Group: Faculty	What knowledge and skills do they believe would help them transition their courses? What kinds of support would they like from the technology team/department heads/administration?
Faculty are not using training workshops to transition courses	Focus Group: Technology Team	Why did they feel that faculty were not ready for more advanced topics? How does the team provide course development support? What services do they offer? What types of queries do faculty address to the support service.
	Documentation Analysis: Instructional materials from the training workshops	What skills and knowledge were included in the training? What kind of practice did faculty receive during the training?

References

Stolovitch, H. D. & Keeps, E. J. (2004). *Training ain't performance*. Alexandria, VA: ASTD Press.

Transition to Teaching Online. (n.d.). Retrieved July 17, 2016 from

https://mycourses.purdue.edu/bbcswebdav/pid-7266334-dt-content-rid-28237447_1/courses/wl_XLSY4201630/TransitiontoTeachingOnline.pdf